DOCUMENT RESUME

ED 209 174 SP 018 236

AUTHOR	Gage, N. L.; And Others
TITLE	Report of the Task Force on the Impact of the Research, Development and Field Activities of The Ontario Institute for Studies in Education. Working Papers.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto.
PUB DATE	80
NOTE	739p.; For related document, see SP 018 233.
EDRS PRICE	MF04/PC30 Plus Postage.
DESCRIPTORS	*Educational Research; Foreign Countries; Higher Education; Institutional Characteristics; *Institutional Evaluation; Institutional Role; Outcomes of Education; *Program Effectiveness; Program Evaluation; *Research and Development Centers; Schools of Education; *Teacher Education
IDENTIFIERS	Canada; *Ontario Institute for Studies in Education

ABSTRACT

The Ontario Institute for Studies in Education (OISE) established a task force to investigate the impact of its activities in two areas, research and development and field development. In the first part of this report, the task force and its work are discussed, and the central issues that the task force is concerned with are defined. In Part Two, selected OISE departments and activities are profiled and reviewed. Findings are presented from a study of OISE faculty, showing their perceptions of the activities' impact on participants. A report on OISE's impact on external constituencies is presented in the third part. Results were gathered from questionnaires sent to over 2000 individuals, including those who had participated in OISE-sponsored workshops or conferences, school trustees, and members of school boards. Also included are an analysis of evaluative statements made by respondents on OISE programs and activities. An annex contains profiles from the following OISE departments: (1) adult education; (2) applied psychology; (3) curriculum; (4) educational administration; (5) educational planning; (6) measurement, evaluation, and computer applications; (7) sociology; (8) special education; (9) the higher education group; and (10) the coordinator of field development. Appendices provide the mandate of the task force, the curricula vitae of the task force members, four OISE background papers presented to the task force, and the questionnaires, in English and French, for respondents external to OISE. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Report of the Task Force on the Impact of the Research, Development and Field Activities of The Ontario Institute for Studies in Education

ED209174

WORKING PAPERS

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
N. L. Gage
Bernard J. Shapiro
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

SP 018236

N. L. Gage
Torsten Husén
James W. Singleton

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CONTENTS

Page

PART I: *THE TASK FORCE AND ITS WORK*

The Mandate of the Task Force 1

Membership 2

Phases of Work of the Task Force 3

Constraints on the Work of the Task Force 7

Defining the Task 8

Organization of the Report 13

Acknowledgements 14

PART II: *REVIEWING INSTITUTE PROGRAMS*

A. SELECTED PROFILES

Departmental Variations 16

Department of Educational Administration 17

Department of Applied Psychology 22

Department of Curriculum 26

Activity Groupings and Centres 29

Volunteers in Schools 31

The Individualization Project 33

Modern Language Centre 37

Special Types of Impact 40

Provision for Special Needs 40

Basic Literacy and Basic Education for Adults 42

Planning for Education Elsewhere 44

Conclusion 45

B. FACULTY QUESTIONNAIRES

Self-Reported Project Outputs 47

Self-Reported Activities Not Related to Projects 51

Page

Type of Impact 53

Vehicle for Impact 56

Perceptions of Impact 59

C. REPORTS BY DEPARTMENT CHAIRMEN AND THE COORDINATOR OF FIELD DEVELOPMENT 60

D. PROBLEMS AND PERCEPTIONS 61

PART III: CONSULTING INSTITUTE CONSTITUENCIES 69

A. ORGANIZING THE STUDY 71

The Questionnaires 72

- Content of the Questionnaires 72
- Distribution of the Questionnaires 74
- Response Problems 76
- Methods of Analysis 77

Non-Questionnaire Data 77

- Press Clippings 77
- Data on Citations 77
- Analysis of Reviews of Publications 78
- Letters to Associations and Organizations 78
- Letters in Lieu of Returned Questionnaires 78

B. VIEWS OF PARTICIPANTS IN PROJECTS AND WORKSHOPS 80

The Questionnaire for Participants in OISE Projects and Studies 80

- Characteristics of Respondents 81
- Value of OISE activities as Rated by Participants 88
- Effects on Professionals 93
- Effects on Learners 95
- School/System Implementation of OISE Programs 97
- Opinions about OISE's Future Activities 98

Page

The Questionnaire on OISE Impact for Participants in Conferences or Workshops 104

Characteristics of Respondents 104

Effects on Participants 112

School/System Implementation of OISE Programs 114

Opinions about OISE's Future Activities 115

C. VIEWS OF OTHER EDUCATORS IN ONTARIO 117

The School Board Questionnaire Package 117

Characteristics of Respondents 118

Analysis of Responses 120

OISE Activities: Perceived Educational Value and Board Use 120

OISE Activities: General Impact 129

Influence of OISE Participation in Workshops 131

OISE Staff: Use by the School System 131

Opinions about OISE's Future Activities 133

Trustees' Perceptions of OISE and Its Impact 135

Characteristics of Respondents 135

Assessment of OISE Influence 138

OISE's Role in Evaluation and Consultation 139

Impact of OISE on Education in Ontario 140

Future OISE Priorities 142

D. ANALYSIS OF OPEN-ENDED QUESTIONS: EXACTLY WHAT DID THEY SAY? 144

Analysis of Evaluative Statements 144

Analysis of Responses by "Areas of Concern" Raised by Respondents 156

Suggestions about Changing Priorities 166

E. THE PRESS COVERAGE OF OISE 173

Page

F. INDICATORS OF STANDING IN THE SCHOLARLY COMMUNITY 187

OISE Contribution to Education as a Discipline 187

Book Reviews 187

Citations and Publication Counts 188

Contributions to AERA 194

First Appointment of OISE Doctoral Graduates 194

ANNEX: DEPARTMENTAL SELF-REPORTS

Report of the Department of Adult Education AN-1

Report of the Department of Applied Psychology AN-45

Report of the Department of Curriculum AN-85

Report of the Department of Educational Administration AN-100

Report of the Department of Educational Planning AN-146

Report of the Department of Measurement, Evaluation and Computer Applications AN-177

Report of the Department of Sociology AN-187

Report of the Department of Special Education AN-217

Report of the Higher Education Group AN-230

Report of the Coordinator of Field Development AN-280

APPENDICES

A. ESTABLISHMENT AND MANDATE OF TASK FORCE AS SET OUT IN PRIORITIES AND FINANCIAL RECOMMENDATIONS A1

B. CURRICULA VITAE OF MEMBERS OF THE TASK FORCE B1

C. BACKGROUND PAPERS PRESENTED TO THE TASK FORCE

David Brison:
Memorandum to the Task Force on Impact C1

Michael Fullan:
An R&D Prospectus for Educational Reform C8

Page

Floyd G. Robinson:
OISE's Impact: A Framework for Analysis with Some Personal Conclusions C22

H.H. Stern:
Memorandum to the Task Force on Impact C54

D. ANNOUNCEMENTS OF ESTABLISHMENT AND PURPOSE OF THE TASK FORCE ON IMPACT D1

Letter to OISE Faculty D1

Letters to Principals of All Ontario Schools D4

Letters to Professional and Education Assistants D11

E. QUESTIONNAIRES FOR EXTERNAL RESPONDENTS

For Participants in Formal Projects and Studies E1

Aux participants à des projets de recherche E6

For Participants in Workshops, Conferences, etc. E11

Aux participants à des ateliers, à des conférences, etc. E16

For Ontario Directors of Education E21

Aux directeurs d'éducation ontariens E29

For Coordinators, Consultants and Supervisory Officers E38

Aux coordonnateurs, consultants, agents de supervision E46

For persons selected by each director of education as being knowledgeable about, or having had personal experience with, the work of the Institute E55

Aux coordinateurs sélectionnés par chaque directeur d'éducation ayant des connaissances sur, ou ayant eu une expérience personnelle avec, le travail de l'Institut E63

For Ontario School Trustees E72

Aux conseillers scolaires ontariens E76

F. REQUESTS FOR ASSISTANCE FROM DIRECTORS OF EDUCATION, OISE FACULTY AND RESEARCH OFFICERS, AND DEPARTMENT CHAIRPERSONS

To Ontario Directors of Education F1

Aux Directeur d'Education F4

To OISE Faculty and Research Officers F7

Faculty and Research Officer Questionnaire F11

To Department Chairpersons and Coordinator of Field Development F15

LIST OF TABLES

Table		Page
1	Self-Reported Outputs (Faculty and Research Officers Who Acted as Principal Investigators)	48
2	Type of Project Generating Self-Reported Outputs	50
3	Type of Impact	54
4	Type of Impact (Adjusted to Reflect Exclusion of Write-In Responses)	55
5	Vehicle for Impact	57
6	Vehicle for Impact (Adjusted to Reflect Exclusion of Write-In Responses)	58
7a	Number of projects (Sponsored and Internal) per Principal Investigator for Three-Year Period	62
7b	Analysis of Entries in CEA Directory of Education Studies in Canada by Origin	64
8	Distribution of Respondents by Region	82
9	Position of Respondent	83
10	Distribution of Organization of Respondent	83
11	The Department of the Principal Investigator of the Project Identified on the Questionnaire	84
12	Analysis of Position of Respondent by Departmental Location of Project for the 12 Main Departments	86
13	Summary of the Assessment of Projects in Terms of the General Value of the Activity	89
14	Effect of Respondent's Position on the Assessment of Projects in Terms of the General Value of the Activity	91
15	Summary of the Assessment of Projects in Terms of the Specific Value of the Activity	92
16	The Number of Professionals (Teachers, Principals, Administrators, Consultants, Researchers, Professors, etc.) Affected by the Activity Described	93

Table		Page
17	The Average Effect on These Professionals	94
18	The Extent to Which These Professionals Will Use the Experience in Other Situations	94
19	Applicability of Activity: The Extent to Which the Activity Would Be Valuable if Repeated in Other Schools	95
20	The Number of Learners Affected Directly	96
21	The Number of Learners Indirectly Affected	96
22	The Effect on Learners Directly Affected	97
23	The Effect on the Learners Indirectly Affected	97
24	Frequency of School or System Implemented	98
25	The Number of Respondents Who Indicated that the Specified Areas Should Receive Increased Emphasis by OISE	99
26	Percentage of Respondents for Each Key Department Who Checked That the Activities Indicated Should Receive Increased Emphasis	101
27	Percentage of Respondents, by Position, Who Selected Activities for Increased Emphasis by OISE	103
28	Distribution of Respondents by Region	105
29	Position of Respondent	105
30	Department Initiating Responses re Conference and Workshops	106
31	Summary of the Assessment of the Workshops/Conferences in Terms of the General Value of the Activity	108
32	Effect of Respondent's Position on the Assessment of Workshops/Conferences in Terms of the General Value of the Activity	109
33	Summary of the Assessment of Workshops/Conferences in Terms of the Specific Value of the Activity	110
34	Effect of Respondent's Position on the Assessment of Workshops/Conferences in Terms of the Specific Value of the Activity	111
35	Number of Participants in Workshop Activity	112

Table		Page
36	Summary of Perceived Value of Experience for Enriching Background	112
37	Effect of Respondent's Position on Perceived Value of Experience for Enriching Background	112
38	Summary of Number of Respondents Reporting Follow-Up to Workshop or Conference Activity	113
39	Effect of Respondent's Position on Reported Follow-Up to Workshop or Conference Activity	113
40	Frequency of School/System Implemented OISE Programs Identified by Respondents	114
41	Summary of Numbers of Respondents Indicating That Particular Areas Should Receive Increased Emphasis by OISE	115
42	Percentage of Respondents by Position, Who Selected Activities for Increased Emphasis by OISE	116
43	Position of Respondent	119
44	Value and Degree of Use of OISE Materials/Programs	121
45	Value and Degree of Use of OISE General Programs/Strategies	125
46	Value and Degree of Use of OISE Implementation Methods and Assistance	125
47	Value and Degree of Use of OISE Publications/Periodicals	126
48	Value and Degree of Use of OISE Services	128
49	OISE Activities - General Impact	130
50	Perceived Influence of OISE Participation in Workshops	132
51	Frequency of Use and Perceived Usefulness of Special OISE Services	133
52	Number and Percentage of Respondents Recommending Increased Emphasis by OISE in a Given Area	134
53	Region of Respondent	136
54	Perceived Influence of OISE Workshops	139

Table		Page
55	Frequency of Use and Perceived Usefulness of Special OISE Services	140
56	Perceived Impact of OISE Activities on Education in Ontario	141
57	Analysis of Evaluative Statements by 525 Respondents	145
58	Positive Evaluative Statements	146
59	Negative Evaluative Statements	147
60	Summary of Evaluative Statements	147
61	Evaluative Statements by Category	148
62	Areas of Concern as Identified by 525 Respondents	157
63	Responses by Topic to Question "What Educational Problem Area...Should Be Given Greatest Priority in Directing...Programs at OISE in the Future?"	163
64	Responses by Topical Category and Position of Respondent to Question "What Educational Problem Area...Should Be Given Greatest Priority in Directing...Programs at OISE in the Future?"	170
65	Responses from Trustee Questionnaire Only, by Topical Category, to Question "What Educational Problem Area... Should Be Given Greatest Priority in Directing... Programs at OISE in the Future?"	171
66	Numbers and Percentages of the Various Types of Comment in All Analyzed Press Clippings on OISE, 1965-1979	173
67	Percentages of Various Types of Comment in Press Clippings for Each Year from 1965 to 1979	183
68	Number of Citations in 1978-79 SSCI for 144 Faculty Members	190
69	Total and Average Number of Citations in 1978-79 SSCI for Each OISE Department	190
70	Rank Ordering of Canadian Faculties of Education Based on Composite Index of Journal Publications and Citations of Associate Professors	191
71	Total 1975 Citations (SSCI) for the Top 15 Psychology Departments in Canada Rank-Ordered on the Basis of Total Number of Citations for 1975	193

Table		Page
72	Top 50 Contributors to the AERA Program by University or College, 1975-79	195
73	Growth of Productivity Based on Comparisons of 1975 and 1976 AERA Program Contributions to Those of 1978 and 1979	196
74	First Appointment upon Graduation of Educational Theory (OISE) Doctoral Graduates, 1970-71 to 1978-79	197

LIST OF FIGURES

Figure		Page
1	Cumulative Frequency of the Number of OISE Members Known to Project/Study Respondents	87
2	Cumulative Frequency of the Number of OISE Members Known to Workshop/Conference Respondents	107
3	Cumulative Frequency of the Number of Years Served as a School Trustee by the Respondents	135
4	Cumulative Freqeuncy of the Number of OISE Members Known to the Trustees	137
5	Percentages of Various Tupes of Comment for Each Year, 1967-1979, in Press Clippings	185
6	Percentage of All Press Clippings that Refer to OISE as an Authoritative Source, for Three Time Periods	186

PART I

THE TASK FORCE AND ITS WORK

THE TASK FORCE AND ITS WORK

The Mandate of the Task Force

The Task Force on Impact was established by the Board of Governors of the Ontario Institute for Studies in Education by its decision of October 24, 1978, approving the "Director's Statement of Priorities and Financial Recommendations for Year 15: 1979-80". This statement indicated that the setting up of a task force be the number one priority for Research and Development/Field Development activities in 1979-80. (Cf., the copy of relevant passages in Appendix A: paragraph 4.8 and reference passages 3.7 and 3.8). The importance of the task force was reaffirmed in the document "OISE Priorities 1980-81", approved by the Board of Governors on June 26, 1979 (Cf., copy of relevant passage in Appendix A: para 1.6). The latter document expanded the scope of the Task Force to include basic research and indicated relationships between the Task Force's report and the general review of OISE being undertaken by the provincial Ministry of Education in response to a request from the provincial Legislature.

The Task Force was set up largely as an independent body for purposes of inquiry and report. The Executive Officer of the Task Force, Dr. Stacy Churchill, Coordinator, Research and Development in OISE, assisted in providing resources and contacts. The report of the Task Force was to be filed through his office, but its audience was obviously to be much broader.

The mandate of the Task Force referred primarily to the Research and Development and Field Development of the Institute; but not to the work of the Institute in providing graduate study in the field of education at the master's and doctoral levels, except insofar as there is demonstrable interaction between research and development, field development, and the Institute's instructional program.

Of primary relevance to the mandate of the Task Force were, of course, the objectives of the Institute as stated in "The Ontario Institute for Studies in Education Act". In that Act, Section 3 stated:

> The objects of the Institute are:
>
> a) To study matters and problems relating to or affecting education, and disseminate the results of and assist in the implementation of the findings of educational studies;
>
> b) To establish and conduct courses leading to certificates of standing and graduate degrees in education 1965, C86, S.3

Membership of the Task Force

The members of the Task Force are Nathaniel L. Gage, Torsten Husén and James W. Singleton. Information concerning the members of the Task Force is presented in the form of brief summaries of their curricula vitae in Appendix B. The Task Force was assisted in its work by Stacy Churchill, Doris Ryan, Jane Hill, Angela Hildyard and Mary Stager.

In an attempt to obtain a broadly diverse range of points of view and orientations, the membership of the Task Force was constituted (as can be seen in the curricula vitae of the three persons) of individuals differing in professional orientation, experience and nationality.

The geographical dispersion of its members (who reside in the United States, Sweden and Canada) limited the possibility of bringing the Task Force together over long periods. Instead, the group was assembled for three separate weeks, namely, in October 1979, March 1980 (Gage and Singleton only), and May 1980. In addition, Husén met Dr. Churchill in Europe in June 1980 in order to discuss the revision of the draft report. Between these periods of joint work, the members of the Task Force carried out private study, communicated with one another, and, in the case of Mr. Singleton, attended the Institute frequently to work on various tasks.

Phases of the Work of the Task Force

At its first meeting in October 1979 the Task Force laid out its general procedures and met with the following persons:

- Heads of the academic departments of the Institute
- The Director, Assistant Directors and Co-ordinators
- Faculty members who had prepared papers on assessment of impact for the Task Force
- Dr. Harry Fisher and other members of the Ontario Ministry of Education
- Representatives of various professional and education related associations in Ontario including the Ontario Teachers Federation, Federation of Women Teachers Associations of Ontario, Ontario Public School Men Teachers Federation and Ontario English Catholic Teachers Association.

As part of the preparation for the work of the Task Force, four academics had been asked to propose their conceptions of the way in which the objectives and functions of the Task Force could be defined. These were David Brison, Floyd Robinson, Michael Fullan, H.H. Stern. These papers are included in Appendix C. The papers were helpful in formulating the study to be undertaken; in addition, they intensified our awareness of the necessary limitations of such a study (this was particularly true with respect to the papers of Brison and Robinson, which suggest the dimensions of much more exhaustive attempts at identifying and assessing impact).

Other documents provided to members of the Task Force prior to its meeting included annual reports of the Board of Governors, the report of the Task Force on Planning, briefs prepared in conjunction with discussions of affiliation with the University of Toronto, the Publications catalogue, the OISE Bulletin, reports of committees to review the Modern Language Centre, the Educational Evaluation Centre and the Individualization Project, abstracts of ongoing research and development projects and other descriptive papers listed in Appendix C.

During this first week, the Task Force also laid out the types of data to be collected by the Task Force itself and by the staff of the R&D office of the Institute. The bulk of the data collection was to take place during the period between October 1979 and March 1980. The types of information to be collected included the following:

- Questionnaire on impact to be completed by participants in the Institute's projects and in its workshops and conferences
- Questionnaire on impact to be completed by administrators and selected school and board staff in every educational jurisdiction in Ontario
- Questionnaire on impact to be completed by Institute faculty

- Briefs or other representations from professional associations
- Information on the press coverage of the Institute
- Lists of major publications of the Institute
- Collections of reviews of Institute publications
- Analyses of citations of Institute publications and other information indicating the activity of Institute faculty and staff in scholarly and research publications
- Information concerning the first appointment of the Institute's doctoral graduates
- Information on the participation of Institute faculty in professional meetings, such as those of the American Educational Research Association
- Perceptions of the impact of the Institute held by selected members of the Legislative Assembly
- Perceptions of the impact of the Institute held by selected officials of the Ontario Ministry of Education

The first activity subsequent to the initial meeting was the dissemination of information about the Task Force and its activities to all members of OISE staff, all Ontario Directors of Education, all professional education associations, and the principal of every school in Ontario. These letters are contained in Appendix D.

The questionnaires were designed, within guidelines established by the Task Force, by Doris Ryan, Acting Coordinator of Research and Development, in collaboration with James Singleton. Mark Holmes, Coordinator of Field Development, and Joseph Farrell, Chairman of the Department of Educational Planning and Acting Assistant Coordinator of Research and Development, provided advice and assistance in this task. All questionnaires are contained in Appendix E.

A second set of letters was prepared for all OISE faculty and all Directors of Education. Faculty members were asked to provide the names and addresses of persons who had been associated with their own project, conferences or workshops. Directors were asked to participate in the study by distributing questionnaires (to be provided at a later date) to trustees and persons in various staff categories within their own jurisdiction. These requests are contained in Appendix F.

Questionnaires were sent to persons named by faculty in December, 1979. Packages of questionnaires were sent to all Directors of Education in January, 1980. Individual "project histories" and related questionnaires were sent to all OISE faculty and to those research officers who had acted as principal investigator on one or more funded projects in February. Questionnaire responses were collected and analyzed by staff of the Office of Research and Development for consideration by the Task Force at its second meeting. Virtually all of this data is included in Sections II and III of the present report.

Non-questionnaire data was collected from the Office of Graduate Studies, the Library, and the Office of the Director. Various analyses requested by the Task Force were carried out by support staff. This data is included in subsequent sections of this report under the headings "The Popular Image: A Review of the Press" and "Contributions to Scientific Thought". In addition, the chairman of each academic department and the Coordinator of Field Development were asked to prepare a departmental report on research, development and field activity within his/her unit and to discuss specific points raised by the Task Force. All but one unit provided the requested report. These are included in the Annex. The members of the Task Force were impressed by the quality of the reports and the evidence of care in their preparation.

A first draft of the report was prepared between the March and

May meetings of the Task Force. At that time the members revised sections of the draft, structured sections still to be written, and agreed to provide specific portions of the final report. Re-drafted versions of the report were edited and returned during the summer; the final report was edited under the direction of James Singleton in the fall of 1980.

Constraints on the Work of the Task Force

In working towards the execution of its mandate, the Task Force confronted constraints that had not, in some cases, been anticipated. These constraints have dictated the nature of the report. First, insufficient time and funds have made it impossible to conduct a thorough research investigation of the Institute's impact. As a result, this report must be largely based on judgment and can be based on empirical evidence to only a limited degree -- one that would have been greater had additional time and resources been available. But having noted the inherent limitations to such an approach, it should be pointed out that the Task Force felt strongly the need to conduct an empircal study within those limitations; it appears to have been the expectation of the Institute that the report of the Task Force would be almost entirely impressionistic, substantiated only by internal records and existing publications, reports, etc. Such an approach was not seriously considered by the Task Force at its initial meeting and the means and necessity of obtaining meaningful information on the perception of OISE by its publics, the utilization of OISE materials and services and the effect of OISE staff participation in Ontario education was the focal issue of that meeting.

A second constraint was the completely coincidental raising of the issue of affiliation of the Institute with the University of Toronto. This issue, which was unanticipated at the time the Task Force was established, limited the ability of the Task Force to discuss freely the impact of the Institute with members of the Provincial Legislature. There were on occasion instances in which there was confusion among the other client groups concerning whether the Task Force was attempting to justify or study the existence of Field Centres or even the Institute as a whole. This issue made it unadvisable to discuss with legislators, or with other groups as widely as was originally intended, the questions with which the Task Force was concerned.

Defining the Task

A first step toward defining the major issues with which the Task Force was to be concerned was taken, as has been noted earlier, by asking four senior academics at the Institute to provide their ideas on "what is (or should be) meant by 'impact' of the Research and Development and Field Development (R&D and FD) programs of the Institute, how one might go about assessing this impact, and (their) own ideas as to what the impact has been." The resultant papers were studied by members of the Task Force at the beginning of its work. The concept of impact may be defined in terms of types of persons, or constituencies, on whom the Institute should be expected to have an effect. The effect on each constituency, in turn, takes different forms.

One constituency is the community of educational researchers and scholars in the various academic and professional fields with which the Institute's faculty is concerned. This constituency, which is not limited to Ontario or even Canada but is international, provides, in the final analysis, the evaluation of the validity and quality of the Institute's research and scholarly work.

Impact on this constituency takes the form, in general terms, of ideas and methods in basic and applied research and scholarly inquiry in the various fields with which professional education is concerned. In one sense, such influences can be judged only by research workers and scholars themselves and can be detected only by the analysis of ideas and the history of research in a given field. At a different level, such influence appears in the degree to which publications of Institute faculty and research officers are cited in the publications of their academic peers. Other manifestations of influence at this level take the form of participation in the meetings of professional associations, number of publications, reviews of publications and the like.

A second constituency is, of course, composed of those people directly involved in the public educational enterprise -- in the first instance in Ontario, but also beyond the province. The first group that comes to mind in this category is teachers. Impact on teachers is also difficult to measure. The difficulty is that most teachers are unaware of the Institute's work, even if they are directly or indirectly affected by, say, the curriculum materials developed by the Institute. Nonetheless, even though they may be unaware of the source of the influence, teachers may be influenced by ideas, practices, materials and orientations formulated and developed by Institute staff. Similarly, middle-level persons such as principals and superintendents are also influenced by a wide variety of sources, including ideas and factors generated by the Institute , but seldom in ways in which the source of the influence can be identified clearly and directly. The factors that influence decisions come from many sources that can seldom be easily distinguished from one another. Similarly, the impact at the legislative, planning and policy levels is also, in many respects, difficult to discern because of its complexity and indirectness and occasional confidentiality.

A third constituency consists of policy makers and planners in education, particularly those of the Province of Ontario. When the Institute was founded, it was offered to legislators and the educational community as an instrument for helping to solve problems at the level of the school and the classroom. For this reason, problems of a pedagogical nature, such as the development of curriculum, teaching materials, improved methods of teaching and evaluation procedures have taken precedence over problems in the domain of policy research. The latter problems are of prime concern to persons in, say, a Ministry of Education, where matters of long-range planning, educational finance, enrollment trends, the equality of educational opportunity, teacher supply and demand, and the like must be confronted.

A basic issue that OISE has had to face over the years is that it is, on the one hand, a first-rate research institution, with a first-rate graduate program, and, on the other hand, an instrument expected to help teachers solve their problems at the level at which teachers work. The problem is one of striking a proper balance between fundamental or "conclusion-oriented" research and applied or "decision-oriented" research. The problem is pervasive in all research institutions dealing with educational problems, both within and outside university settings. To build up an intellectual capital of basic concepts, principles and facts, to draw upon and keep abreast of developments in the disciplines relevant to education, it is necessary to devote a certain amount of an institution's resources to fundamental or "conclusion-oriented" research. This kind of investment of resources is a necessity in any institution that trains educational researchers.

On the other hand, the provision of immediately useful and practical help for teachers and other educators has an obvious appeal to the persons who work in the field of education and the taxpayers who support them in the province of Ontario. How to handle problems of discipline in the classroom, how to teach a concept in Grade 9 algebra, how to deal with the problems that arise particularly in inner-city schools, all these are matters with which teachers and school administrators want and need help.

The issues can thus be formulated as follows: by responding only to the needs of the teachers in the field, by being entirely provincial in a literal sense, the Institute runs the risk of becoming provincial in a conceptual sense. In that event, the Institute's research activity would not be able to meet international criteria of excellence, which are the ultimate ones in assessing the quality of research. On the other hand, aiming entirely at such criteria would make the Institute run the risk of delaying, perhaps indefinitely, its usefulness to the school people of the province. In that event, the Institute would alienate the public which directly supports it.

Another manifestation of the same problem arises in the development of relationships with groups outside the Institute. The natural tendency among academics to pursue matters of their own choosing and to withdraw into their own disciplines, where they can pursue problems on the basis of their theoretical excitement, must be balanced against the need to come to grips with educational problems in the form in which teachers and school administrators, curriculum workers and counsellors, school trustees and parents, face these problems in the everyday work of the school, the community and the family.

A second issue that any institution like OISE has to face is that, in conducting policy-oriented research, the Institution cannot avoid becoming involved in political controversies over the issues dealt with in political bodies. One person with whom the Task Force conferred noted that many people at OISE tend to be conspicuously silent on major political issues. There is a temptation, perhaps on the part of, say, the Ministry of Education, to buy silence by favouring projects that are less embroiled in political controversy. On the other hand, an Institute such as OISE cannot avoid playing the role of "dreamer and thinker" in providing to policy makers the background information and the perspectives needed to assist them to take positions.

Organization of the Report

The remainder of our report is divided into four major parts: Reviewing Institute Programs; Consulting Institute Constituencies; Summary and Conclusions; and an Annex containing the individual reports of academic departments within the Institute and of the Office of Field Development.

The first two of these consist of (a) background papers and data prepared for the Task Force and (b) commentary by the Task Force. Specifically, in Part II (Reviewing Institute Programs), we have provided three separate perspectives on the Institute's activities. The first is a set of "profiles" of types of activity we discerned, with our comments on what we identified as successful examplars of each type. This is followed by analysis and summary of the information provided by faculty members and other principal investigators through their response to questionnaire items. The final section is an attempt to delineate types of impact. Part III (Consulting Institute Constituencies) describes the "publics" whose opinion we sought and the methods employed in obtaining these views and (b) the other sources of information employed in our deliberations. The Summary and Conclusions (which are published as a separate volume) recapitulate the findings of the various forms of data collection and present the observations and conclusions of the Task Force. The individual unit reports are presented as a self-report by the Institute on its activities; the assessments and assumptions of impact contained in those reports are those of the unit chairpersons (or departmental committees) who prepared them.

Acknowledgements

We would like to express our gratitude first to the hundreds of persons who took the time to complete lengthy questionnaires (which in some instances dealt with topics peripheral to the respondent's own work or interests) and to provide thoughtful comments on the activities of OISE and on educational priorities for Ontario, and to the dozens of individuals who wrote detailed letters describing their personal experience with Institute activities or personnel.

We are indebted also to those members of Institute faculty who provided extensive analyses of what they perceived to be the impact of their own work and of the problem of effecting impact on education. We freely admit that we have not done justice to these efforts in the present study and it is to be hoped that the Institute itself will somehow utilize the opinions thus expressed.

Finally, we appreciate having had the opportunity to become familiar -- at least in a limited way -- with the Ontario Institute for Studies in Education.

PART II

REVIEWING INSTITUTE PROGRAMS

A. SELECTED PROFILES

The members of the Task Force realize that, in an attempt to establish the opinions of the various client "user" groups and to quantify in some way the impact of OISE research, some of the sense of satisfaction gained from personal contacts with staff and with departments could be lost. Impact is more than statistical analysis. In order to share our feelings, we are including a few of the special situations which have given us pleasure throughout the study.

The choice is ours and is purely subjective. Literally hundreds of projects could have been chosen.

In fact, it may be argued by some people that the cases we have chosen are not representative of OISE. They may well be right. Others would claim that there are better examples to illustrate what we wish to show. They may also be right. Still others might feel that, by choosing only a small segment of the work of one department or one research worker, we are being unfair to the individuals concerned. We readily concede the point.

However, if we can convey the catholicity of concern and the spectrum of means by which that concern is expressed, we will not have done injustice to the Institute itself.

Therefore, with apologies to those who would have chosen other illustrations, we present just a few of the situations which have given us pleasure and which have positive implications of impact. These are discussed within a matrix of forms of activity which also characterize the Institute. By now, it must be evident both that diversification is intrinsic to the nature of OISE and that the Task Force regards such versatility in the pursuit of collective goals as desirable.

Departmental Variations

This segment of the report deals with three academic departments that exemplify certain kinds of focus or structure with particular clarity.

Early in the history of the Ontario Institute for Studies in Education, financial constraints were not as heavy as they are at present and, since the money was derived from a transfer grant from the Ontario Ministry of Education which left detailed allocation to internal decision-making structures of the Institute, considerable diversification in method of operation grew up among departments. Evidence of this diversification still exists and, while it adds to the complexity of the organization, it also adds to its effectiveness.

As illustration of this diversity, the Task Force has chosen three examples: the Department of Educational Administration, the Department of Applied Psychology and the Department of Curriculum. As will be noted, Educational Administration has taken as one of its highest priorities the development of a "network" of contacts among federations, administrators, trustees and principals. The Department of Applied Psychology, in addition to work among local jurisdictions and their personnel, has developed a high profile at the national and international level. The members of this department are well known among their peers by reason of their publications and contributions to learned societies. Over the years, a number of centres of activity and strength have developed within the Department of Curriculum; these have each received necessary support and have, together, produced a department typified by its diversity rather than by a particular departmental orientation.

These three examples represent three quite different aspects of OISE research and development.

It may well be asked whether we are implying a qualitative note to our choices. Are these the best departments? Of course, the answer has to be a clear "not necessarily so". These departments are obviously good, since the success of their efforts demonstrates that much quite clearly. They were chosen because they do illustrate a diversity of method.

Department of Educational Administration

Educational Administration performs all the normal tasks of an academic department, among which are graduate instruction, research and development and field development.

Graduates have done well, as one might expect, and -- in a recent count -- included two deputy ministers of provinces and two deans of faculties of education. Of the twenty chief executive officers of local jurisdictions recently appointed in Ontario, twelve were graduates of Educational Administration.

Obviously, the positioning of these graduates and of many other persons in other ranks has an impact because of the research skills which they carry with them and the appreciation of the processes of research which also accompanies them in their new positions.

The other contributions of Educational Administration centre around five clusters of interest, each worthy of its own impact study. These areas are: organizational analysis, organizational process, finance, politics and policy, collective bargaining and law.

Organizational Analysis. In the past eleven years, the educational organization of local jurisdictions has undergone a mammoth change. School boards dropped in number from 1446 in 1967 to 127 in 1970. As local school boards became fewer, size became greater and complexity increased. The department became involved in organizational assistance to school boards in a much more detailed way. The counties of Grey, Waterloo, Wellington, Lanark, Dufferin and Cochrane-Iroquois Falls, as well as the Northern College Project and the Hillcrest Project, are just some of the organizations assisted. Some of these projects were of short duration and others extended over several years. Some resulted in written formal reports, while others were kept informal. All required several staff members, since numerous interviews had to be conducted.

The impact of these assistance teams is difficult to assess quantitatively but the evidence does exist in the fact that organizational structures, titles of officials and procedures recommended in the reports are still frequently in place.

In addition, the staff of the Department of Educational Administration became deeply involved in research for the Commission on Declining School Enrolment in Ontario (CODE), studying the effects of declining enrolment on finance, on principals and vice-principals, on non-certificated staff and on organization. The impact of these projects will not become evident for some time and only then through government policy response to the CODE.

The staff of the department have also concentrated on analyses of role descriptions and functions of senior administrators and trustees.

Only a few of the projects are:

A Study of Chief Executive Officers Employed by Ontario School Boards (McLeod, Brophy)

Running for School Board - Some Factors Critical to Candidates' Success (Townsend)

Superintendent of Schools Study (Williams)

Supervisory and Administrative Organizations and Staffing Ratios (Hickcox and others).

All of these projects resulted in papers, some in books and most in presentations to various organizations.

Nor has the staff been involved only in high level functions. Numerous studies exist at the school, class and pupil level. Again, only a few of these studies are:

A Long Term Study of Open Education in Ontario Schools (Musella and others)

Class Size Studies (Ryan and Greenfield)

Mastery Learning (Ryan)

Education of Adolescents in Remote Areas of Ontario (Ryan and others).

The published reports of these studies are generally widely distributed in the province. The study of class size, for example, is considered by many to be definitive in most areas and has resulted in some international recognition.

One of the more interesting long-range projects has been the creation of a planning model for the delivery of professional development by the Ontario Trustees Council. This delivery system, initially introduced by Mrs. Elise Grossberg (who was concurrently a member of the Ontario Trustees' Council and the OISE Board of Governors) has been in use since the mid-1960s and has resulted in study sessions for newly elected trustees after each election, and workshops for all trustees on specific topics.

The listing of a few titles and indicating of a few organizational umbrellas can give little insight into the number of workshops, consultations, letters, telephone calls and visitations which make up the background of these activities. Suffice it to say that, at a conservative estimate, over a two-year period, 80% of trustees and directors of education are in contact with members of the department.

Organizational Process. This segment of the departmental activity deals with planning and with efforts to improve the administration of personnel. Only a few of the many studies in this area are:

Personnel Assessment Program (Musella)
Quality Teachers in Ontario (Lawton)
The School as Process (Greenfield and others)
Organizational Development (Croft)
Cooperative School System Evaluation (Davis and Ryan).

These projects (and many others in this category) have had good distribution and many, if not most, have resulted in field trials within the framework of local schools or systems.

Finance. A list of thirty-three projects in the area of educational finance and economics conducted by Professors Rideout, McCarthy, Bezeau and Lawton attest to the extensiveness of activities in this field. The combination of Professor Rideout, who has for many years been a resource person of great stature in the area of provincial financing of education, and Professor

McCarthy, former Deputy Minister for the province, has placed this section of the department in the forefront.

Collective Bargaining. This is a relatively new area of study, arising now because of the increasing complexity of negotiations over the past few years. Extensive changes have occurred recently in the process and the results are not yet available in sufficient quantity to merit large-scale studies. Impact is impossible to perceive at this early stage.

Politics and Policy. Many studies have been conducted in this area. Some notable ones are work by Selinger on teacher militancy, the work of Cistone in the area of school board operation, and more recently the work of Townsend in examining the question of the merger of the Ministry of Education with the Ministry of Colleges and Universities. One of the major studies of the early 1970s was Williams' and Wiles' development of the so-called "Metro Study" which had considerable influence on the governing structure of the Metropolitan Toronto school systems. Impact on such a level is difficult to determine because of the involved processes of decision making and implementation but, even to the extent that the "Metro Study" revealed difficulties, it had an impact.

The Department of Educational Administration has been able over the past fifteen years to establish contact with a large majority of trustees and senior administrators and with a considerable number of junior administrators and principals. In fact, a "network" exists whereby the personnel of the department have ready access into most local jurisdictions on a personal basis. Relationships build slowly and build on a series of contacts which develop mutual trust.

Department of Applied Psychology

The Department of Applied Psychology's three divisions -- Counselling, Educational Psychology and School Psychology -- offer a variety of degree programs in their respective areas. Much of the direct impact on education in Ontario has been through instructional activities. The extensiveness of the instructional program is reflected in the 150 full-time and 600 part-time students presently registered in the various degree programs. Some 140 students graduate from the programs each year. Although the Division of Educational Psychology has an active instructional program, the majority of the students are registered in the Counselling and School Psychology programs. Some limited research has been conducted by members of the Counselling and School Psychology Divisions, but it has not received the international acknowledgement that has been accorded research conducted within the Division of Educational Psychology. We think it accurate to say that the impact of the Counselling and School Psychology Divisions has been largely through the preparation of knowledgeable practitioners who have been placed in a variety of situations.

We wish to highlight the Division of Educational Psychology because of the impact that members of that Division have had on the international scholarly community through their research, publications and oral presentations. Almost all members of this division have been recognized by their peers as having contributed significant ideas and knowledge to various aspects of education and psychology. To highlight this, we have focused on the cognitive-developmental emphasis which has been, to a large extent, the work of three individuals -- Robbie Case, Carl Bereiter and David Olson. The focus here is not meant to detract from the internationally recognized work of David Hunt, who has explored matching principles involving student characteristics and teaching approaches, William Fowler, who has extensively researched early experience and its effects on development and Edmund Sullivan, with his focus on the clarification of values.

Since its beginnings, the Educational Psychology division has had a strong cognitive-developmental emphasis. This emphasis has set it apart from most comparable faculties in North America, which have tended to emphasize learning technology, psychometrics, or, more recently, cognitive theory but without a developmental emphasis. The idea that basic research on cognitive development could lead to more powerful ways of teaching has been advanced in research publications of the faculty such as Olson's 1970 book Cognitive Development: The Child's Acquisition of Diagonality, Case's 1978 article, "A Developmentally Based Theory and Technology of Instruction", and Bereiter and Scardamalia's 1980 article "From Conversation to Composition: The Role of Instruction in a Developmental Process".

The so-called "cognitive revolution" that has swept educational psychology in the past five years can be seen in part as the rest of the world starting to catch up to where OISE has been from the beginning. In a flurry of conferences and published paper collections growing out of this "revolution", there has been scarcely one that has not included an invited contribution from some member of this department. Besides sessions at international congresses and conventions, these include special conferences on cognition and instruction sponsored by NATO, the National Institute of Education (U.S.), the Carnegie Symposium on Cognition, the Office of Naval Research (U.S.), the Accademia Nazionale de Lincei (Italy) and the Max Planck Institute (W. Germany).

Faculty members from the Division of Educational Psychology have been appointed fellows of the following centers, internationally recognized for the advancement of cognitive science: the Center for Advanced Study in the Behavioral Sciences, the Netherlands Institute for Advanced Study and the Van Leer Foundation in Jerusalem. During the past five years, faculty members have received outside grants totalling more than $900,000 for support of basic and applied cognitive-developmental research. Case currently holds a Guggenheim Fellowship to support writing of a theoretical analysis of his work.

The work of the division is recognized beyond the limits of the field of educational psychology. Faculty publish regularly in developmental psychology, psycholinguistic and cognition journals in addition to educational research journals. Relevance to linguistics has been recognized by Olson's invitations to speak at the Modern Language Association and other linguistic conferences, and by a letter from a university linguistics department chairman speculating that the work of Bereiter and colleagues "will supersede all the previous work on the development of writing abilities". Relevance to developmental theory is recognized in the recent statement by John Flavell, one of America's leading developmental psychologists, that Case's "attempt to describe and explain cognitive development as a whole" is one of "several reasons why this is a particularly exciting time to study cognitive-developmental sequences". Relevance to English education is indicated in the statement by Charles Cooper, chairman of the National Council of Teachers of English Committee on Research, that he wishes to see the work of the writing research group "have the widest possible dissemination among classroom teachers at all levels". Relevance to reading instruction is indicated by invitations to several faculty members to speak and consult at the Center for the Study of Reading (U.S.) and the invitation to one of them to participate in organizing a conference there on "Progress in Reading Instruction: What Has Been Learned?" Relevance to mathematics instruction is indicated by a large new research and development project on secondary mathematics undertaken by the Centre for Science Education (Chelsea College, University of London), explicitly drawing on Case's work.

While the research of the faculty reflects differences in focus, and theoretical divergences as well, there is sufficient commonality to sustain a Cognition Group in which faculty, students and research staff regularly present their work. Several of the faculty, further, have begun to form a graduate studies focus in Applied Cognitive Science, which they expect to promote internationally.

Department of Curriculum

The Curriculum Department carries on extensive field work in Ontario and also engages in a program of research and development of such breadth that the members of the Department are quite well known to most of the respondents in the field. In addition, this department houses one of OISE's internal centres -- the Modern Language Centre. A less evident distinguishing factor is the fact that a large number of Field Centre staff are cross-appointed to the departments; the common professional concerns of these people and their individual emphases in the area of innovation and change have, necessarily, influenced the department as a whole even though the project work of these individuals is not included in departmental tabulations. The Curriculum Department serves as an exemplar of a unit with a broad range of activities, relatively uniform emphasis across that range, and a high degree of interrelationship of activities.

We have received from Curriculum an extensive list of recent research studies detailing (a) the category of the problem, (b) the title of the project, (c) the principal investigators and (d) the source of funding. Two sections from that report are summarized below:

(1) On Research:

By far the majority of projects fall into three of seven (specified) caregories; sixteen projects are classified as Evaluation, 12 projects focus on learner characteristics or teacher-learner interaction and 14 projects involve the development of curriculum material. The remaining projects address Curriculum or Staff Development Issues (7), Policy Issues (5), Curriculum Implementation problems (3) and Dissemination (3). Eight projects have multiple problem foci and are listed more than once in Table 1.* Of the 60 listings, 36 are accounted for by staff associated with the Modern Language Centre, evidence of the high priority given research and development by the Centre since its inception.

A sampling of the sixty project titles for research and development of materials includes:

Second Language Learning and Teaching in the Classroom (Stern and Bialystok)

An Analysis of Teacher Beliefs in Relation to Procedures for Assessing Student Achievement (Wahlstrom)

Selection of Teacher Candidates: A Systematic Search for Criteria (Wahlstrom)

A Handbook for Curriculum Planning During a Period of Declining Enrolment (Connelly and Leithwood)

The Arts in Primary and Junior Education in Ontario (in cooperation with the University of Western Ontario) (Park and Courtney)

Development of a Department of Indian Affairs and Northern Development Kindergarten - Primary Manual (McDiarmid)

(2) On Field Development:

Sixteen projects were undertaken by eleven of the Department's seventeen regular faculty (field development undertaken by faculty cross-appointed from Field Centres is not included).

Six classifications of problems constituted the focus of the Department's field development attention; dissemination of research results, curriculum implementation, planning and program development, studies of in-service education, evaluation and instruction. These problem areas have essentially to do with what the Department terms "curriculum processes".

The focus on curriculum processes is best exemplified by "The Choice and Decision Project" which is subtitled "Applications of Research, Development and Field Development Outcomes in

---

* This table -- and the complete departmental report -- are included in the Annex.

Curriculum Decision Making to Prototype Training Programs for Varying Curriculum Responsibilities including Teacher Education". An understanding of the comprehensive scope of intention is probably enhanced by the knowledge that the investigators -- Leithwood, Connelly, Hedges, Popp, Kilbourn, Clipsham, Regan, Roberts, Robinson, Russell and Wahlstrom -- include six members of the Curriculum Department, two faculty assigned to Field Centres, one member of another OISE department, a professor from Brock University and a supervisory official from one of the Boards of Education in which the project is conducted.

With respect to more "conventional" areas of curriculum inquiry and materials production, the department reports:

> Problem areas receiving attention included the school subject areas of language arts, science, the arts, mathematics, ESL (English as a second language), FSL (French as a second language) and others. In addition, problems associated with improving skills and knowledge in the general areas of planning, development and consulting were addressed.

Behind this simple numerical ordering lies a considerable volume of school visitations and trials, and of classroom materials produced. Projects related to these areas include the following:

Revision and Dissemination of the Conceptual Skills Program (Regan)

Development and Evaluation of Curriculum Materials for Intermediate Division Science (Roberts)

National Inquiry into Arts and Education in Canada (Courtney)

Module Making (French) Project (Stern)

An important part of the focus of the Curriculum Department lies in the area of language studies. Within the language area there are two fields of concentration:

1) second and third languages and multiculturalism, and
2) first language learning (reading, writing and language development)

The first area of concentration constitutes the focus of the Modern Language Centre, which is described separately in a later section.

The second area is the concern of a group of Curriculum faculty including (but not limited to) Frank Smith, Ellen Regan, Bryant Fillion and John McInnes.

The Curriculum Department is a highly organized section of OISE. The detail and thought comes clearly through its presentations. Field work is identified by problem area, client group, nature of the field work to be accomplished, proportion of time and the department member responsible. Although one could never put an absolute, fixed reliance on such extensive and detailed organization of field work -- because it is by nature fluid and subject to disruption by unanticipated local situations -- the members of the Task Force are impressed and feel assured that care has been taken to see that the research is accomplished and the field work is performed.

Activity Groupings and Centres

In this section we will describe three examples of effective, recognized, activity-centred groupings of staff and effort. Some such groupings have been officially established as internal centres within the Institute (Educational Evaluation Centre, Centre for Franco-Ontarian Studies, Learning Materials Development Centre, Modern Language Centre), others simply exist and are generally recognized as stable, identifiable entities within the Institute -- and frequently outside as well. The latter include (in addition to those described below) the Women's Studies group, Edward Harvey's continuing studies of education and employment, the enrolment projections team, and others.

All of these are characterized by the existence of an individual or small group of individuals working on a common problem over a long period of time and by some recognition -- beyond the continuation of funding -- of the product of such endeavour.

The first example we have chosen involves a single project -- conducted, for the most part, by a single academic -- whose application, while narrow in focus, is potentially almost universal. The parent volunteer project is highly specific in scope, yet it has been widely adopted across the province and elsewhere and is of continuing interest and assistance to school personnel almost ten years after its inception. While that project was of immediate potential interest to almost any classroom teacher, our next example, the Individualization Project, began with a much narrower potential audience -- college teachers within a limited subject matter area. However, the project has engaged the approval and participation of the majority of that potential audience and, over the years, has expanded its potential users with respect both to grade level and subject matter. Our third profile is concerned with yet another dimension: a large staff and a cluster of projects which (1) encompass a broad area of educational concern (language competence development per se) rather than individual subjects and (2) attempt to deal simultaneously with many aspects of that concern.

Volunteers in Schools

In the late 1960s an ad hoc use of parent volunteers in schools was evident throughout Ontario. The staff of Niagara Centre felt that, if an analysis of the role of the parent (or other) volunteer in instruction were to be developed, the work of volunteers might be more effective. H.G. Hedges, D.W. Brison and F.G. Robinson undertook this role analysis and in 1970 the first monograph on the subject by this group was published -- Volunteer Helpers in Schools -- a document which schools still find most useful.

Dr. Hedges then developed a model for operational use of parent volunteers and field-tested the plan in three schools in various parts of the province. The resultant model is still useful to boards establishing policy and procedures in this area.

It was then decided to examine the effects of parent volunteers in the classroom by looking at two criteria:

(a) the amount of extra individual help that each child received, and

(b) the amount of extra time which the teacher could spend on certain vital activities, such as planning.

The results were dramatic. Each child received almost four times as much individual assistance as previously, and teachers almost doubled their time spent on such activities and planning. This study resulted in a more detailed study in 1971, Volunteer Parental Assistance in Elementary Schools.

Subsequently some fifteen items -- manuals, classroom materials, recruitment letters and similar aids -- were produced and, as is evident from the letters received by the Task Force, proved to be of great value to local school systems.

As the use of parent volunteers became more widespread, several contract studies were undertaken and Dr. Hedges became increasingly identified with this area of interest. Some of the projects were:

1. Using Volunteers in Schools - A study of the extent to which teacher performance could be improved by the use of parent volunteers
2. Extending Volunteer Programs in Schools.
3. Secondary School Tutoring Project.
4. Cross-Age Tutoring Project - An examination of the use of student volunteers in tutoring junior students.
5. Secondary School Volunteer Project for Credit

By 1975, most of the basic analyses and studies had been accomplished -- sufficiently so that the years subsequent to 1975 were spent in large-scale dissemination and testing. Many local jurisdictions introduced volunteers and initiated their own studies. Soon systems began to cross-reference data with each other and a synergistic movement began to gather momentum.

At present, over one-third of the elementary schools of the province have volunteers and partial surveys indicate that about 50,000 parent volunteers are working in the schools, without remuneration, on a regularly-scheduled time frame each week. If volunteers who enter the schools whenever they have time and are not regularly scheduled for a certain number of hours a week were counted, the figure would be increased by an additional 100,000. Put another way, the total parent volunteer complement, both casual and regularly scheduled, would approximate the number of regular teachers on staff in the province.

It would be erroneous to attribute all of this dramatic growth to the efforts of Dr. Hedges and his colleagues. The concept of parent volunteers was an idea whose time had come. However, much of the orderliness with which the movement developed and much of the lack of tension and stress with which parent volunteers were received are attributable to the project work of the Niagara Centre. Certainly, many schools were led confidently into this field of activity because of the models, manuals, procedure outlines and materials produced by these studies. Without such confidence they might have proven to be reluctant.

The Individualization Project

The Individualization Project represents more than ten years' cumulative effort. From its inception it has drawn heavily upon external resources -- human, electronic and financial -- and has involved staff of collaborating institutions to a degree that is quite remarkable among Institute endeavours -- and perhaps among those of other institutions. We did not choose to highlight this project because it has always been the largest internally funded project -- although this is true -- but because it exemplifies an approach to educational improvement and the development of educational technology that (1) originated with a sharply defined, relatively narrow focus, (2) almost "saturated" its potential user group, and (3) subsequently expanded its area of concern in terms of subject matter, educational level affected, and technological innovation.

The Individualization Project is a program of computer assisted instruction. The primary purpose of the program was to gain acceptance for computer assisted instruction as a readily accessible, useable form of instruction that would (a) be successful enough in terms of student learning and sufficiently unthreatening to gain acceptance by instructors and (b) provide gains in student performance and cost-efficiency sufficient to persuade administrators to invest in the required capital equipment. "Prerequisite" (remedial or equivalency) mathematics was chosen as the first area of concentration because (a) it lends itself particularly well to computerized applications, requiring less sophistication of computer language than most subjects, (b) college instructors readily agreed on what should constitute a mathematics curriculum of this kind and what constitutes successful student performance, and (c) remedial mathematics for technology students was an area in which Ontario colleges were markedly unsuccessful. (At one college, the combined failure and dropout rate in the technology division in the first semester of a six-semester course exceeded 80%). Another objective of the project team, less frequently voiced among potential users, was simply to cause the creation by any means (of which prerequisite mathematics appeared the most likely to be effective) of the technological infrastructure and climate of acceptance that would permit large-scale development of computer assisted instruction at the college level.

Over the years, seventeen of Ontario's twenty-two Colleges of Arts and Applied Technology implemented that program. That most are continuing their involvement is one form of evidence of the success of the project; another is the continuing level of investment in the project by user colleges. On the average, each college contributes half the time of one instructor to the development of new materials or improvements of existing programs. This manpower is quite separate from the resources provided to the project by OISE itself or by external funding agencies. In addition, the colleges now own approximately 90% of the network's hardware, as well as terminals for use in their own classrooms.

The success of the prerequisite mathematics course resulted in two factors essential to the development of other college-level materials: (a) demonstrated success and acceptance, and (b) existence of necessary computer facilities on-site. At present, at least some of the colleges are using programs developed in collaboration with OISE for instruction in accounting, physics and electricity, marketing, statistics, pipe fitting and auto mechanics, as well as mathematics. In addition, computerized test item banks have been developed for use in schools of nursing and (under contract to one college with cooperative arrangements with other colleges) work is presently under way on the development of instructional programs for nursing students. These are being developed by colleges on the basis of skills learned through OISE collaborative development work. Various other test item banks and designs for their computer management are currently being developed by colleges with software left by OISE.

The CARE (Computer Assisted Remediation and Evaluation) program involves arithmetic, measurement and algebraic skills for Grades 7 to 10. This sub-project has shown highly significant differences in achievement between traditional and computer assisted methods of instruction. The program provides for either individual remediation or whole-class instruction on an individualized basis. Which option is utilized depends upon the availability of terminals in a given classroom and/or teacher preference. One hundred terminals will be used for CARE instruction in the academic year 1980-81. All of the teachers involved in the CARE try-out indicated that they would want to use the computer in future classes as much as at present or more.

On the technological dimension the project has also expanded its original focus; preliminary development of computer-guided video-disc instructional materials will begin with the fall of 1980. These will be developed for use in employer sponsored skills training programs in fields such as tool and die making and lathe operating. Such programs are presently contracted to Ontario colleges which then provide on-site, on the job training.

It is not appropriate here to discuss the project in detail; a number of periodic progress reports by the investigators are on file, together with the report of a team of external evaluators; these provide full information for those interested in the pedagogical intent and content of the instructional program.

But it should be noted that the pedagogical sophistication of the courseware is very high (higher than that of any comparable program, according to some writers) and is well documented. What the project has achieved, its designers contend, is better instruction, as well as more learning. All present courseware is intended for the teaching of relatively simple skills; but the educational objectives for each course have been specified by school and college instructors. When the instructors prescribe more complex skill training, programs to teach such skills will be designed and tested.

Modern Language Centre (MLC)

This unit is one of the four internal Centres; that is, it has been institutionalized as an "effective, recognized, activity-centred grouping of staff and effort" committed to long-term work in a clearly defined area. Status as an internal Centre carries with it a (limited) administrative budget and a claim to high priority in internal funding. (Needless to say, were Institute priorities to change radically, any internal Centre could lose its favoured position and, in time, perhaps even be disbanded. There is little chance of this, however, because a Centre is established only after lengthy consideration of the need for continuing studies in the designated area and of the potential of the proposed Centre to become effective and productive in that area. In addition, each Centre is subject to review, on the basis of continued need as well as performance, at five-year intervals.) Thus Centres have more stability of staffing and a greater likelihood of being able to carry out long-term studies than do individual projects. All the Centres appear to be highly productive.

Although the Modern Language Centre (MLC) was not chosen for illustrative purposes for precisely this reason, it is probably the most "mature" of the Centres -- not in longevity but in the completeness and interrelatedness of its program. The MLC has three topical foci: French as a Second Language, English as a Second Language*, and theoretical studies of the nature of language learning.

---

*The Modern Language Centre is concerned with English as a Second Language for Francophone students only in the most general way since both English and French curriculum for Francophone schools are the specific concern of the Centre for Franco-Ontarian Studies. ESL emphasis in the MLC is upon English for immigrants, Heritage Language programs, and in its relation to issues of multiculturalism. English instruction for Native People is another area in which exploratory studies have begun.

Each of these encompasses (to a varying degree) research, development, evaluation and dissemination activities. The Centre also provides formal information services and acts as a clearing house for information on certain aspects of language education (especially French immersion). Student applications considerably outnumber available places and the MLC differs from other Centres in that it offers a discrete program of graduate instruction that is quite distinct from the program of the academic department (Curriculum) in which the Centre is housed.

As has been noted earlier, the Task Force feels that the MLC is worth special notice because it demonstrates the viability of a large cluster of related projects -- directed by several independent, senior investigators -- which has as its target a broad area of educational concern (i.e., language development in the most general sense) rather than individual subjects, and which attempts to deal simultaneously with many aspects of that concern. Aspirations toward this kind of structure are common but realizations of it commonly shift emphasis to a much narrower field, drift apart after a relatively short period of time, or simply fail to yield productivity greater than might have been expected of independent efforts by the investigators involved. The MLC, on the contrary, appears to have grown more stable over time, to have broadened its interests and range of activities, and to have collectively capitalized on individual strengths.

The success of the Modern Language Centre, in our opinion, derives from a number of factors:

(1) MLC staff have identified novel or unexplored questions and have pursued them consistently and in depth over a long period of time. Typical of this approach is the Bilingual Education Project. Now in its ninth year, it provides what is believed to be the only longitudinal

study of the effects of immersion programming.

(2) The Centre is not committed to a single approach. In contrast to the immersion emphasis of the Bilingual Education Project, the Module Making Project (which is of equal longevity) produces materials for use in core French curricula; these materials are intended as adjunctive resources rather than constituting a full curriculum; they are characterized by French-Canadian content and language usage.

(3) The Centre has created new communication networks and media for its clients. These activities include the information service (which provides assistance to several hundred teachers and language students each year), maintenance of a national clearing house for information on French immersion and the publication of Working Papers in Bilingualism. That journal was designed to provide an informal forum for persons interested in bilingualism whose needs were only peripherally served by the traditional modern language journals. It has an international audience of specialists in the problems and theory of bilingual education.

(4) Almost every MLC activity has combined basic research or theoretical studies with development, evaluation and dissemination. Evaluation and dissemination activities are written into almost every project; in addition, the Centre conducts independent dissemination and also participates in collaborative dissemination and in-service work with one of the Field Centres.

(5) The Centre has aggressively sought external funding from both provincial and federal government sources. Most of the larger Centre projects have been funded, for at least part of their duration, simultaneously by OISE and some external sponsor.

(6) The Centre has made a real and successful effort to attract talented visiting professors from other universities and to engage

these people in the ongoing work of the Centre as well as their personal research interests.

Special Types of Impact

By definition, the profiles concerned with special types of impact are eclectic. In one instance we consider an entire department (Special Education) whose primary focus is a very specifically defined public while the range of activities designed for that public is broad. The second example deals with the work of a single individual, an acknowledged leader in the field of adult education, who has influenced the development of his own discipline throughout the world. Finally, we have concentrated on a single aspect of the functions of the Department of Educational Planning -- the training of potential decision-makers for jurisdictions far beyond Ontario. (This latter focus may appear to be more appropriate to a study of the graduate instruction function of the Institute; we feel however, that it exemplifies the tendency of groups within OISE to utilize their particular strengths in the ways that are of greatest potential value.)

Provision for Special Needs

The Department of Special Education is much involved in studies of communication and language disorders, prototype program development, policy studies and basic research in human exceptionality.

Of considerable interest to the members of the Task Force have been activities in two areas of language development -- in deaf and in physically handicapped children.

Profound deafness is a most crippling handicap and its devastating effects are revealed most clearly in the absence of certain language skills. The department has felt that a primary need is a language assessment instrument to assist teachers in determining assessing the development of language competence among deaf students. The development of this battery of tests is in the third year of a four-year program and should be completed in 1981. Dr. Peter Lindsay in collaboration with Drs. Carol Reich and Anne Keeton has involved every major educational facility for the deaf in Ontario either in the planning or in evaluation studies related to this project. Letters received by the Task Force indicate how anxious the educators of the deaf are to see the development of this language assessment battery to its final useable form.

In a different vein, Dr. Harry Silverman has, in the past six years, conducted seven studies into the communication activities of physically handicapped children who are unable to use speech as a primary communication mode. Under Ministry of Education sponsorship, the projects began with a feasibility study to assess the use of Blissymbolics, a system of pictorial communication developed by B.K. Bliss, with children suffering severe physical as well as linguistic handicaps. Following the successful completion of the feasibility study, (Ontario Crippled Children's Centre Communication Study, 1974-75), the work moved on to explore some technological innovations in association with Blissymbolics (The Development of a Classroom Group Symbol Communication Display for Handicapped Children with No Expressive Language, 1975) then to curriculum development (The Educational Applications of the Ontario Crippled Children's Centre Symbol Communication Module, 1975: A Formative Evaluation of the Ontario Crippled Children's Centre Communication Program, 1976). The final project in this series explored the use of the Blissymbol system with other types of handicapped children (The Educational Application of the Ontario Crippled Children's Centre Symbol Communication Module for Other Groups of Exceptional Children, 1977).

Since the beginning of this work, an Institute for training teachers in the use of Blissymbolics has been established in Toronto which has become an international centre in promoting the use of Blissymbolics with handicapped children.

Obviously the teachers of the deaf and of handicapped children are a relatively small user group, but one which needs and is receiving assistance. The letters to the Task Force indicate high regard for the research already accomplished and for the promise ahead.

Another project of potential value to the field of special education is being conducted within the Centre for Franco-Ontarian Studies. It involves the identification and assessment of instruments appropriate for diagnostic work with French-speaking children. At the present time such instruments are relatively rare, relatively unknown to practitioners, and in many instances of questionable suitability.

Basic Literacy and Basic Education for Adults

A number of the staff of the Department of Adult Education are involved in these areas. We have, however, chosen to include in this section only some comments on the work of a single investigator/practitioner, J. Roby Kidd. This choice should not be interpreted as a denigration of the work of others; it reflects, rather, Dr. Kidd's unique position among adult educators and the recognition of his role in the program of the department by the members of that department in making their report to the Task Force.

What is perhaps most remarkable about Dr. Kidd's work is its acceptance in both underdeveloped and highly industrialized societies.

Choosing only instances at the international level (and there are many at the national level), we wish to cite two situations which are highly attractive to us in our study of impact. These two excerpts are taken from the report of the Department of Adult Education.

> How Adults Learn, written by J. Roby Kidd, and first published in 1958, has been reprinted several times and translated into French and Spanish, and in 1972 was completely revised. Through Dr. Kidd's generosity in forfeiting royalties, reasonably priced translations have now been published in German, Hindi, Serbo-Croatian and Arabic with consideration in process for translation into Tahi and Swahili. With this global coverage, How Adults Learn has now become the primary textbook for many major adult education institutions, and, through its translations, has become the most used adult education text in the world.
>
> While much of Dr. Kidd's work has been funded externally, its impact enhances O.I.S.E. One such project, first undertaken for the State of Maryland, has affected over 75,000 teachers of adult basic education, and is now being used in 44 States and in Canada and abroad. The thirty video cassettes prepared in this program have been used both for television and in cassette form under the title of Basic Education: A Teaching Guide. While completed in 1975, it is still widely used and has become the standard for subsequent materials.

It may be worthwhile to distinguish between the treatment of Dr. Kidd's activities as an exemplar of a "special type of impact" and that of Henry Hedges' classroom volunteers program -- which is equally identified with its designer by users -- as an illustration of "an activity grouping". Dr. Hedges' influence has developed through his personal involvement -- and that of a small staff -- in the dissemination and implementation of a school-based program. Dr. Kidd's influence has been realized through his publications and his public is, for the most part, far beyond the possibility of personal involvement by Kidd.

Planning for Education Elsewhere

The Task Force had originally intended to provide a profile of the Department of Educational Planning based on research and development in the general area of educational policy analysis. The department divides its efforts among four areas:

Area A - Demography, Forecasting, Planning Materials Development

Area B - Economics of Education, Educational Finance, Manpower Studies

Area C - Operations Research Work, Mathematical Modelling, Information Systems

Area D- Comparative Education, Planning for Underdeveloped Countries.

But the processes by which the political-bureaucratic structure digests raw data and formulates policy is most complex and the impact of OISE (or of any other institutional input) is very difficult to establish.

Given the difficulty in ascribing influence or impact, we tend to view the role of graduates of the department as its most visible vehicle of impact and ultimately perhaps the most significant. Although the graduates from this department hold many important positions in various areas of government and education across Canada, the graduates who hold planning positions in the Third World and in other countries particularly attracted our attention. Only a representative list can be given here:

Head of Planning Unit, Ministry of Education
Cross Rivers State, Nigeria

Planning Officer, Ministry of Education
Mid-Western State, Nigeria

Director of Education
Central Province, The Gambia

Senior Research Director
Tata Research Institute, India

Professor of Planning, Faculty of Education
Ahmadu Bello University, Nigeria

Chief Planning Officer
Metropolitan University of Mexico City

Planning Officer
National Association of Universities of Mexico

Professor of Educational Planning
Middle East Technical University, Anakara, Turkey

Chairman, Department of Sociology
University of the Punjab, Pakistan

Professor, Educational Administration and Planning
University of Ife, Nigeria

Research Director, Center for Educational Research
and Development, Santiago, Chile

The impact of these appointments, although of little note in Ontario, must be of considerable importance in the areas of the appointments. We have chosen this aspect of departmental operation to exemplify impact in research and development and field development -- although it may superficially appear to be an outcome of the graduate instruction program exclusively -- because of the emphasis on the research of faculty in the instructional program and the involvement of an unusually large proportion of students in on-going research and policy analysis.

Conclusion

In the preceding sections, we have presented numerous illustrations of the activities of OISE staff. Throughout all the profiles there is a statement of diversity that is intentional. The flexibility in method, in mode and in priority is a consistent thread which runs through all these situations and, without doubt, contributes to the effectiveness of the Institute.

These few samplings are an attempt to reveal some small reflection of what the Institute is doing and the extent of the area which it claims as its legitimate field of concern.

B. FACULTY QUESTIONNAIRES

OISE faculty were involved in various ways in the impact review. Each faculty member was initially asked to identify educators who had participated in his or her formal projects and studies or conferences and workshops.

Next, each member was asked to complete the questionnaire contained in Appendix F. The first section, individually prepared for each respondent, consisted of a copy of the Project History Sheet for each project on which the respondent had acted as principal investigator. (Project History Sheets are routinely maintained by the Office of Research and Development for every funded project. These sheets ordinarily list only written outputs and are limited to information volunteered by investigators during the course of the project or retrieved from proposals for continued funding.) For the impact study, investigators were asked to provide complete, up-to-date information on written outputs and on such activities as conferences, consultations, etc., related to each project. All information on written outputs presently available is summarized in Table 1, Self-Reported Outputs. It must be assumed that this information is incomplete, since only about 56% of OISE faculty returned the questionnaire to the Task Force, and some did not complete the Project History section.

This rate of response was considered low by members of the Task Force, but members of Institute staff who worked with the questionnaires considered the response to be surprisingly high. Admittedly, the amount of data requested was high and completion of the questionnaires, for anyone who had been even moderately active in research, development and field activity over a period of years, constituted an arduous task. The level and quality of information and comment provided by those who did respond exceeded the expectations of everyone involved in this data collection.

The third section asked respondents to indicate the type of impact achieved, such as basic research activities, field centre activities, and evaluation. Fourth, respondents were also asked to indicate, on a second check list, what "vehicle of impact" they saw in each project they had conducted. These vehicles included general ones such as "new and changed teaching methods" and specific ones such as "new and changed approaches to evaluation of teachers or learners". Additional information was provided in response to a request for comment on "evidence of impact" as perceived by the investigator.

Self-Reported Project Outputs

Tables 1 and 2 indicate written and non-print materials, but not activities such as workshops, consultation, etc. The figures for self-reported outputs combine information from (a) Project History Sheets updated by the faculty members and research officers who returned the questionnaire; (b) Project History Sheets, already on file, for staff who did not return the questionnaire or else did not complete the Project History section; and (c) Project History Sheets on file for persons no longer at OISE. Thus, Table 1 presumably underestimates the total written product of faculty (and research officers who have acted as principal investigators) during the Institute's history. It is likely that such under-representation is especially characteristic of "published conference papers" and possibly of "chapters in books". At the conclusion of a project, investigators file with the Office of Research and Development their recently completed conference and working papers; until the impact survey was conducted, however, no systematic effort had been made to trace the ultimate disposition of these papers. The number of papers prepared for presentation at professional meetings that later appeared as published conference papers -- and the "working papers" now recorded as chapters in books -- indicate that such evolution from unpublished to published document is greater than indicated by the figures in Table 1, which are based on data that in at least 44% of cases had not been updated.

TABLE 1

Self-reported Outputs of Faculty and Research Officers Who Acted as Principal Investigators

	Published	Informal Publication (2)	Unpublished
Journal Articles			
Referred	451		
Professional	523		
General	21		
Books			
Textbooks	45		
Other	209	124	
Books Edited			
Textbooks	5		
Other	40	9	
Book Chapters	257	1	
Test, Instruments	32	25	57
Curriculum Units, Modules	35	224	93
Conference Papers	101		685
Kits, Tapes, Films	99		95
Reviews	60		
Reports			
Activities		40	445
Research/Project		151	852
Working Papers		79	383
Theses (2)			172

(1) The term "Informal Publications" designates materials produced at OISE in print or mimeo form which are sold or widely distributed but which have not been reviewed by the OISE Publications Board. These are identified as publicaionts of a Department, Project, or Centre rather than of the Ontario Institute for Studies in Education.

(2) Only theses reported as direct outputs of projects or other specified activities are included.

Another omission in the data can be attributed to the fact that at least some faculty members did not list materials commercially published. This may have been a result of misunderstanding of the intent that the Project History Sheets and Activity History sheets, taken together, were to represent the author's entire productivity. A second possibility is that the information was withheld because of the Institute's ambiguous policies on supplementary remuneration. In any event, such omissions were detected in a few cases (where the individual's publications were known to those analyzing the data), and may be assumed to exist in a few others.

Table 2 attempts to analyze the same figures in terms of the type of project generating the self-reported outputs. Although there are serious limitations to the reliability of this analysis, it does provide a rough indicator of which type of project is most likely to result in a given product. The "Other and Unclassified" category is greatly over-represented, and all other categories correspondingly (but not proportionately) underrepresented. This imbalance arises from the fact that the "Other and Unclassified" category contains both the outputs listed on Activity History Sheets and the items submitted in a form that could not be classified reliably; i.e., many faculty members did not revise their Project History Sheets, but sent in complete lists of all their publications and papers, with no indication of which had been generated by a specific project.

Table 2 also combines outputs of faculty and research officers who acted as principal investigators.

TABLE 2

Type of Project Generating Self-Reported Outputs

Published Outputs	Large Scale	Small Scale	Contract	Grant	Other and Unclassified	Total
Journal Articles						
Refereed	169	21	26	23	212	451
Professional	158	13	37	11	304	523
General	7	0	1	0	13	21
Books						
Textbooks	14	1	4	0	26	45
Other	30	9	63	18	89	209
Books Edited						
Textbooks	4	0	0	0	1	5
Other	9	1	2	1	27	40
Book Chapters	70	4	22	18	143	257
Tests, Instruments	13	0	6	4	9	32
Conference Papers	46	3	5	1	46	101
Curriculum Units, Modules	23	0	3	0	9	35
Kits, Tapes	42	0	3	0	54	99
Reviews	7	1	2	0	50	60
Informal Publications						
Books - Other	77	5	5	3	34	124
Books Edited - Other	6	1	0	0	2	9
Book Chapters	1	0	0	0	0	1
Tests, Instruments	10	0	0	7	8	25
Curriculum Units, Modules	125	3	37	1	58	224
Reports						
Activities	19	0	2	2	17	40
Research	88	6	10	5	42	151
Working Papers	31	9	8	0	31	79
Unpublished Materials						
Tests, Instruments	26	4	7	5	15	57
Conference Papers	355	27	16	31	256	685
Curriculum Units, Modules	36	6	21	4	26	93
Kits, Tapes, Films	54	3	4	0	34	95
Reports						
Activities	115	163	37	24	116	455
Research	192	158	179	79	244	852
Working Papers	190	46	13	6	128	382
Theses	66	24	8	10	64	172

Self-Reported Activities Not Related to Projects

Each faculty member was asked to complete an Activity History Sheet for every substantial activity he or she had been engaged in which was not part of instructional duties or of work related to funded projects. These Activity History Sheets were extremely helpful in forming an overall image of OISE but proved impossible to analyze systematically.

An attempt was made to specify and count, for each department, the professional activities which had not already been counted. This tabulation included ongoing or brief consultations, seminars, addresses not listed elsewhere, workshops, organizing and/or presenting at conferences and academic gatherings, participation in local or provincial planning groups or committees, etc. It rapidly became evident that it would be impossible to present the results quantitatively; the range of reporting practices was too broad and much of the information too vague. Reporting practices included the following:

(a) Some academics recorded no such activities; a few explicitly stated that the omission was a result of "exhaustion" after dealing with the remainder of the questionnaire or of simply "not knowing where to begin", given the complexity of their activities, the long period of time involved(15 years for many members of staff), and the absence of detailed records.

(b) Some entered only a few specific activities; both categories (a) and (b) include individuals known by those analyzing the questionnaires to be extremely active in workshops, consultation, etc.

(c) Some provided information in great detail and listed extensive activity. (One person provided detailed information on 362 workshops as well as brief consultations with 48 boards of education.)

On the second point, unquantifiable responses included statements such as "many public appearances", "numerous consultations", "several dozen presentations each year".

In consequence of these factors, the only conclusions that can be drawn are the following:

(a) Field Development personnel reported the most activity, having both the largest proportion of people willing to specify numbers of activities and the largest absolute numbers of activities. The Department of Educational Administration was also active in this type of undertaking. With respect to both groups, it seems reasonable to assume that those who did not specify their activities failed to do so because of the difficulty of the task rather than lack of activity. Field and group-oriented activities of this nature form the matrix of activity for all Field Development staff and for a large proportion of the Department of Educational Administration. In all likelikhood these *are* the units most heavily involved in this type of work.

(b) Where people *were* willing to put "numbers" on their activities in this category, such numbers were very high; e.g., one academic reported 500 addresses on the Interface project, another 50 colloquia at OISE and other graduate schools.

(c) Clearly, this kind of work forms a substantial part of the activity of OISE, and is routine for many members of staff.

Type of Impact

Respondents were asked to check the general category into which their work on each project "fits best". 1143 responses were received. (This number does not represent the number of projects involved.) On this check list and the one concerned with "Vehicle for Impact", respondents variously completed a check list for each project, grouped related projects and completed one check list for each group, or completed only one check list for the entire body of their research and development/field development projects. In addition, on the "Type of Impact" checklist, approximately half the respondents checked more than one category, despite the instruction to choose "the general category into which your work on this project fits best".

As can be seen from Table 3, "Evaluation", "Basic Research in Education", "Policy Discussion and Analysis", and "Research Applied to Specific School Problems" were the categories most often chosen by investigators to characterize their own projects.

Write-in responses exceeded any single category, but revealed little pattern. Most are highly specific to the project under consideration; e.g., "Discussing methods of evaluating open education", "validation of tests for university admission", "resource materials, the creation of networks". The largest identifiable cluster of write-in responses consists of activities related to computer technology, but they encompass teaching, research, evaluation and technological development.

Table 4 presents figures for Type of Impact, adjusted to exclude the write-in response.

TABLE 3

Type of Impact

Category		Total
	n	1143
1. (Write in - #1)	n	167
	%	14.6
2. Evaluation	n	153
	%	13.4
3. Basic Research in Education	n	139
	%	12.1
4. Policy Discussion and Analysis	n	135
	%	11.8
5. Research Applied to Specific School Problems	n	133
	%	11.6
6. Program Development	n	123
	%	10.8
7. Curriculum Development	n	89
	%	7.8
8. Organization and Administrative Problems	n	84
	%	7.3
9. Curriculum Implementation	n	58
	%	5.1
10. Field Centre Activities	n	46
	%	4.0
11. (Write in - #2)	n	14
	%	1.2
12. (Write in - #3)	n	2
	%	0.2

TABLE 4

Type of Impact

(Adjusted to Reflect Exclusion of Write-in Responses)

Category		Total
	N	960
1. Evaluation	N %	153 15.9
2. Basic Research in Education	N %	139 14.5
3. Policy Discussion and Analysis	N %	135 14.1
4. Research Applied to Specific School Problems	N %	133 13.8
5. Program Development	N %	123 12.8
6. Curriculum Development	N %	89 9.3
7. Organization and Administrative Problems	N %	84 8.7
8. Curriculum Implementation	N %	58 6.0
9. Field Centre Activities	N %	46 4.8

Vehicle for Impact

The final section of the questionnaire asked respondents to indicate on a checklist "the item(s) most applicable to this project". 2,428 responses were received; as in the case of the Type of Impact check list, the number of responses did not correspond to the number of projects under consideration. As indicated in Table 5 the most frequently named "vehicles" were: "Helping define or better define a problem", "Development or presentation of new or different approaches to problems" and "Development or presentation of new or different ideas". The percentages for the more specific effects, such as "New or changed approaches to evaluation of learners" were lower throughout, mostly only 4% to 6%.

Once again, the write-in responses tended to be highly specific; e.g.,"developing methods of facilitating student inquiry", "describing the workings of a very highly decentralized program", "stimulation for experiments and demonstrations in Ontario and Canada". Identifiable clusters of write-in items included aspects of computer technology, the conduct of surveys (in a wide spectrum of subject areas), and professional development programs of many kinds. A painstaking analysis of the write-in items would probably result in the inclusion of most of them in the categories in the check list. (This is equally true of the write-in additions to the check list for Type of Impact). Such an analysis was not undertaken, on the grounds that (a) the respondents did not feel their individual entries were appropriately included in the specified categories, and (b) syntactic ambiguity or incompleteness makes unequivocal classification unreliable.

Table 6 presents percentages for Vehicle of Impact, adjusted to exclude the write-in responses.

TABLE 5

Vehicle for Impact

CATEGORY			Total
		n	2428
1.	Helping define or better define a problem	n	277
		%	11.4
2.	Development or presentation of new or different approaches to problems	n	247
		%	10.2
3.	Development or presentation of new or different ideas	n	223
		%	9.2
4.	Helping to solve a specific educational problem	n	174
		%	7.2
5.	Write-ins	n	156
		%	6.4
6.	Application of research to practical problems	n	149
		%	6.1
7.	Analysis of significant policy issues	n	147
		%	6.1
8.	New or changed programs for learners	n	134
		%	5.5
9.	New or changed approaches to evaluation of programs	n	133
		%	5.5
10.	Improvement of professional skills	n	122
		%	5.0
11.5	New or changed approaches to bringing about change in education	n	113
		%	4.7
11.5	New or changed approaches to evaluation of learners	n	113
		%	4.7
12.	Introducing new curricular materials	n	104
		%	4.3
13.	Implementation of change	n	101
		%	4.2
14.	Introducing new curricular or instructional concepts	n	100
		%	4.1
15.	New or changed teaching methods	n	96
		%	4.0
16.	New or changed approaches to evaluation of teachers	n	39
		%	1.6

TABLE 6

Vehicle for Impact

(Adjusted to Reflect Exclusion of Write-in Responses)

CATEGORY			TOTAL
		n	2272
1.	Helping define or better define a problem	n	277
		%	12.2
2.	Development or presentation of new or different approaches to problems	n	247
		%	10.9
3.	Development or presentation of new or different ideas	n	223
		%	9.8
4.	Helping to solve a specific educational problem	n	174
		%	7.7
5.	Application of research to practical problems	n	149
		%	6.6
6.	Analysis of significant policy issues	n	147
		%	6.5
7.	New or changed programs for learners	n	134
		%	5.9
8.	New or changed approaches to evaluation of programs	n	133
		%	5.9
9.	Improvement of professional skills	n	122
		%	5.4
10.5	New or changed approaches to bringing about change in education	n	113
		%	5.0
10.5	New or changed approaches to evaluation of learners	n	113
		%	5.0
11.	Introducing new curricular materials	n	104
		%	4.6
12.	Implementation of change	n	101
		%	4.4
13.	Introducing new curricular or instructional concepts	n	100
		%	4.4
14.	New or changed teaching methods	n	96
		%	4.2
15.	New or changed approaches to evaluation of teachers	n	39
		%	1.7

Perceptions of Impact

We are extremely appreciative of the lengthy and thoughtful assessments of impact provided by the majority of the faculty (and research officers who served as principal investigators) who completed this questionnaire. These comments, taken together, provided many insights into both individuals' perceptions of the impact of their own work and individual perceptions of the nature of desirable forms of impact that the Institute presently achieves or to which it might reasonably aspire. Unfortunately, these commentaries do not lend themselves to analysis or systematic description and, frankly, were beyond the ability of the Task Force to deal with, except as background information. It would be of considerable value, we should think, for these submissions to be given consideration by Institute decision-makers (in the first instance) and by individual departmental decision-making groups in analyzing present activities and in planning the most effective focus for and utilization of resources in future programs.

Collective perceptions of the impact of work within each department are provided by the set of reports contained in the Annex. These have been reproduced in full because they give the best available description of the work of the Institute over time, and, as well, provide an understanding of the kinds of impact that the various units consider appropriate.

Some perceptions of the Task Force itself of the various aspects of impact are presented in the section "Problems and Perceptions".

C. REPORTS BY DEPARTMENT CHAIRMEN AND THE COORDINATOR OF FIELD DEVELOPMENT

The chairman of each of the Institute's academic departments was asked to prepare a report on the activities, functions and products of the department. The information provided by these reports was used to obtain a general picture of the kind of impact each department might be expected to have and of the kind of impact each department perceived itself to have had. The Coordinator of Field Development was asked to prepare a similar report on the activities of the Field Centres and the Coordinator's office. This report, considered in conjunction with reports of activities of individual field development staff, sketched out the collective scope of field centre activity and provided a basis of judging the kinds of impact that the various centres might be expected to have. Analysis of this information could yield insight into the differing views of "field development work" held by members of the Field Development unit and other academics whose activities involve a field development component. Although the Task Force did not attempt to carry out such an analysis, the Institute might consider doing so.

(Neither the Office of Research and Development nor the office of Graduate Studies conducts a program of research and field activity, although individual academics within these offices are engaged in such activity; hence no departmental reports were requested from the two Coordinators.)

All departmental reports are included in their entirety in the Annex.

D. PROBLEMS AND PERCEPTIONS

In some ways, the observations of the Task Force are less complete with respect to the nature and content of Institute programs than to external perceptions of the Institute's activities. The overwhelming mass of information available made it necessary to deal with it in an often impressionistic manner, though the Task Force reviewed many activities in depth. The collection of Project History Sheets maintained by the Office of Research and Development comprises some 3,000 pages; the updated Project History Sheets returned by faculty and research officers increased that file by several hundred pages more; obviously, members of the Task Force did not in fact study all these pages. Similarly, as has been indicated in a preceding section, comments by faculty on the nature of the impact of their own work and on possible means of increasing impact were too voluminous and too complex to serve (within the time available to the Task Force) as other than a background of information out of which impressions were drawn. For these reasons, it is possible only to make some general observations.

It has been very difficult in all aspects of the study to separate "impact" from "activity level". In some instances, no real attempt to do so has been made because activity implies impact, even though the nature of degree is not known. For example, one question that came immediately to mind was that of project activity of OISE staff relative to other institutions. Table 7(a) indicates that 146 of the Institute's faculty were engaged in one or more projects during the period 1976-79 (fiscal years 12, 13 and 14). The total faculty complement during that period ranged from 168 to 159.

TABLE 7(a)

Total Number of Projects (Sponsored and Internal) per Principal Investigator for Three-Year Period

1	2	3	4	5	6-8	9 or more
Allan	Brundage	Beck	Abbey	Beatty	Bereiter	Case
Alexander	Ellis	Caplan	Fullan	Brehaut	Bezeau	D'Oyley
Burrill	Fillion	Clipsham	Greenfield	Brison	Boyd	Draper
Burns	Lapkin	Davie	Harvey	Brown	Churchill	Eichler
Carlow	Laxer	Fales	Ireland	Cassie	Davidson	Evans
Christensen	MacDonald	Farrell	Kershner	Connolly	Davis	Holmes
Cummins	McLeod, G.	Fowler	Kidd	Effrat	Handa	Keeton
Ducharme	Misgeld	Gamlin	Narrol	Eisenberg	Heap	Lamerand
Farquhar	Nishisato	Hickcox	O'Brien	Friedman	Hedges	Nash
Garber	Quarter	Herman	Pass	Leithwood	Holland	Quazi
Garry	Ross	Levine	Prentice	Olson, D.R.	Humphreys	Silverman
Griffin	Roy	Livingstone	Regan	Pascal	Ironside	Stern
Gutman	Selinger	Mallea	Townsend	Reich	Lawton	Traub
Henderson	Smith, D.	Macleod, B.	Tracz	Silvers	Lindsay	Wahlstrom
Hockley	Stinson	Olson, P.	Troper	Wilson	McLean, R.	Watson
House	Sullivan	Rainsberry	Weiser		McLean, L.D.	Wolfe
Hunt	Weiss	Roberts	Winchester		Mezitis	
Khan, S.			Wolfgang		Mougeon	
Levin			Courtney		Olivier	
McCarthy					Orme	
McInnes					Palef	
Musella					Prueter	
Renner					Ragsdale	
Robbins					Rideout	
Scott, Glen					Robinson	
Shipe					Russell	
Simon					Ryan	
Skolnik					Scott, Graham	
Smith, F.					Swain	
Tough					Thomas	
Weininger					Wine	
31	17	17	19	15	31	16 equals 146

In this analysis, continuing internal projects were counted as one project even though they were in operation in more than one year. This was done to make them analogous to external projects which are not necessarily of one year's duration. The three-year period used for this analysis comprises fiscal years 12, 13 and 14.

It is significant to note the prevalence of research and development activity. Eighty-one faculty members (approximately half the academic staff) were engaged in an average of more than one project per year. More than one-fourth of the academics served as principal investigator on an average of two or more projects during each of these years. The very high level of involvement represented by these figures is illuminated by the following excerpt from an article by R.W. Nicholls, Professor of Physics and Director of the Centre for Research in Experimental Space Science at York University.

> The recently published 1977-1978 Office of Research Administration report clearly shows that, of our faculty complement of about 1100, less than 25 percent bother to apply for even one research grant or contract each year to support their research. About 20 percent (or 200) are successful recipients of the award of at least one grant (including leave fellowships). Admittedly, gross statistics of global research grant application successes and failures are only one measure of the intensity of a university-wide commitment to research and scholarship. They do not include reference to those colleagues whose production of research/scholarship/creativity requires no external support. Nevertheless, a 25 percent application rate and a 20 percent success rate is clearly indicative of most modest scholarly aspirations of the institution as a whole.
>
> Yorkgazette, 19 January 1979

Unfortunately, no comparable tabulation, or inter-institutional comparison, is available for field activities.

But having given full recognition to the problems of information too voluminous and complex to be readily classified in all cases, lack of readily available information in other instances, and the ambiguity of evidence of "impact", it was nonetheless possible and sometimes inevitable that impressions would be formed.

One measure of activity level is surely a reflection of impact: the effect of OISE's contribution to the total body of Canadian educational research literature. But the pursuit of this information created yet another problem for the Task Force. Table 7(b) shows the contributions of OISE authors, other Ontario authors, and authors from outside Ontario to the Canadian Education Association *Directory of Education Studies in Canada* for four years. The findings are impressive and strongly suggest a comparatively high level of impact by the Institute, even though the readership and effect of OISE documents cannot be established.

TABLE 7(b)

Analysis of Entries in CEA Directory
of Education Studies in Canada
by Origin

	OISE		Ontario-Other		Non-Ontario		Unidentifiable & non-Canadian Entries
	Staff Studies	Theses	Staff Studies	Theses	Staff Studies	Theses	
1974-75	119	149	189	11	278	348	2
1975-76	204	141	141	77	272	272	8
1976-77	440	112	271	27	370	464	25
1977-78	468	0*	361	134	312	767	30

* OISE theses were not reported for this year

Even a cursory examination of the Project History files makes it clear that there is a tremendous variation in productivity of individuals and teams. Although, admittedly, productivity is not in itself evidence of impact, it is a prerequisite for it. We make no pretense of having analyzed the outputs of, or even the human and financial resources allotted to, a great many individual projects or activities. Still, it is difficult not to form conclusions. Thus, the likelihood of impact is reasonably high in projects like Dr. Hunt's Matching Learner Characteristics with Educational Approaches or Dr. McDonald's Structural Analysis of Multivariate Data (to pick only two examples at random) which have reported very numerous journal articles, student theses, handbooks, etc., over a period of time: it is much less likely in other projects with approximately equal longevity and financial support that have produced only a few informal documents. Two typical examples of highly productive curriculum projects might be the Contemporary Public Issues project, which during its life resulted in eight published books for student use, and the Elementary Grades Thinking Program, which in conjunction with school boards in several localities produced dozens of units and manuals for student and teacher use and created a demand resulting in the creation of a small centre for distributing them and assisting in implementation. In the same way, if one turns from projects to the Activity History reports of individuals, certain staff members consistently conduct workshops or meetings on a clearly defined topic or line of inquiry with a large number of groups over a long period of time, whereas others give only occasional presentations or do not deal in depth with a single set of issues over a period of time. Granted that one is dealing only with probabilities, the evidence of differential impact is hard to disregard.

By the same token, the data in Table 2 (Type of Project Generating Self-Reported Outputs) is an indicator only of activity level, not of impact. Given that the data is admittedly incomplete and somewhat ambiguous (as has been explained earlier), it is still difficult not to conclude that the greatest likelihood of productivity and impact lies in projects of at least a certain minimum size funded over a number of years.

Above the level of the individual project (or the relatively small project) such variation is even more dramatic. The Individualization Project virtually dominates computer assisted instruction theory and practice in this country and it is probably not possible to discuss bilingual education programs anywhere in the world today without reference to the research findings of OISE's Modern Language Centre. These are highly dramatic and exceptional examples, it is true. But highly dramatic and exceptional projects are surely to be desired. Among projects possessing lower profiles (and lower budgets) there is still a vast range of productivity, visibility and impact (documented or assumed). Some absorb personnel and financial resources over several years, then simply disappear with little lasting trace once the project is terminated. Others have a continuing influence or become embodied in educational practice or policy. At this level the Institute exhibits some awarenesss of the necessity of concentrating on activities with high potential for productivity and impact (which again may be only assumed). The formal internal centres and the informal activity groupings described earlier provide evidence of the need for continuing support. In the case of the internal centres, the need for systematic evaluation and review of programs has also been explicitly recognized.

It follows that thought must be given to a conscious system of support for performance of this kind, emphasizing investment in activities with demonstrated productivity. Implicit in such an approach is an attempt to determine the actual impact of productivity. In the simplest terms, examination of project and activity histories reveals great variation in performance (beyond that attributable simply to individual differences among investigators). The implications of this variation for the Institute are simple: (1) Invest resources in endeavours that have a demonstrated "pay-off"; (2) Evaluate systematically the results achieved. If maximum impact is its objective, it appears self-evident that the Institute, in a period of limited resources, must give even more careful thought to past performance and to likelihood of productivity (with its assumption of potential impact) in allocating these resources.

PART III

CONSULTING INSTITUTE CONSTITUENCIES

A: ORGANIZING THE STUDY

A major source of evidence on the impact of OISE was considered to be those persons outside the Institute who had participated in its research and development or field development projects. A second important source consisted in persons outside OISE who had attended Institute-sponsored conferences or workshops. Separate questionnaires were therefore designed to obtain from both these groups of persons a rating of the value of the activity in which they had been involved.

Since change in educational policies and practices is typically initiated at the senior administrative level, school board administrators and trustees constituted a third major source of information. Additional questionnaires were developed for Ontario directors of education, superintendents, coordinators, consultants, and school trustees. This set was termed "The School Board Questionnaire Package".

A variety of non-questionnaire data was also collected.

This section outlines the kinds of data gathered, both through questionnaires and other means, and briefly describes the methods used to collect them. Additional details on the instruments are given in subsequent sections of Part III, along with methods and results for each type of data.

Following is a list of the questionnaires and of the other kinds of information used in the study:

1. A questionnaire addressed to participants in Institute projects and activities.
2. A questionnaire for participants in Institute conferences and workshops.

3. A questionnaire for directors of education.
4. A questionnaire for coordinators, consultants and supervisory officers, to be distributed within his/her own jurisdiction by each director of education.
5. A questionnaire for persons selected by each director of education as being knowledgeable about, or having had personal experience with, the work of the Institute.
6. A questionnaire for school board trustees.
7. A collection of press clippings concerning the Institute.
8. Data from the Social Sciences Citation Index on the citation of Institute publications.
9. A collection of reviews of publications of Institute staff and materials published by OISE Press.
10. Letters to professional associations and trustee organizations.
11. Reports and documentation volunteered by heads of two field centres.

The Questionnaires

The content of the six questionnaires and the methods of distribution used are summarized below, and some problems encountered with the responses are described.

Content of the Questionnaires

Questionnaires #1 and #2 called for ratings of the general and specific values of the particular project, activity, workshop or conference in which the respondent had been involved. These ratings were made on 3-point scales (Very Valuable, Valuable and Not Valuable).

In addition, the respondents were asked to indicate (a) the specific programs implemented in their own school to which OISE had contributed, and (b) the areas of present OISE activity that should, in the respondents' opinions, be increased. Open-ended questions solicited the respondents' opinions on which educational problem areas should receive greatest priority in directing future field development and research and development at OISE, and voluntary comment on the Institute's research and field activities.

Questionnaires for directors of education(#3); coordinators, consultants, and supervisory officers (#4); and persons selected by each director as being knowledgeable about, or having had personal experience with, the work of the Institute (#5), were identical. These focused on specific OISE activities (such as programs for school use, publications, evaluation methods, etc.), and asked administrators to assess the value of the activity to education in Ontario, and the degree to which it was used in their respective boards. Estimates of the value of consultations with OISE staff and of Institute-sponsored workshops were solicited, along with opinions about OISE's level of involvement in field and research activities in Ontario education. Finally, the questionnaires elicited an indication of the respondents' familiarity with OISE personnel by asking them to name staff members whom they either knew or knew about.

The questionnaire for the Ontario school board trustees (#6) called for ratings of the influence of workshops in which OISE staff had participated. These ratings were made on a five-point scale (Very High, High, Moderate, Low, None), and dealt with possible subject matters of the workshops, such as supervisory practices, trustee-administrator relationships and organizational structure. The various open-ended questions invited comments on the usefulness of OISE assistance. Ratings of the impact of OISE on Ontario education in such areas as basic research, field centre activity and program development were requested on a four-point scale (High, Moderate, Low, and None).

• Distribution of the the Questionnaires

Each member of the Institute faculty and every research officer who had acted as a principal investigator was asked to provide a list of persons familiar with his or her work - persons who could be approached by the Task Force. These lists were returned to the Institute's Office of Research and Development, where they were registered in a way that assured that no respondent received more than one questionnaire. (This was done to avoid imposing on individuals who had been involved in many projects and on administrators in localities where OISE involvement is heavy.) Clerical staff ensured that the appropriate questionnaire (for participants in projects or participants in workshops and conferences) was sent in English or French. The name of the project or conference, the name of the "referring" investigator, and the approximate date or duration of the activity were written on the questionnaire.

Neither the resulting pool of potential respondents nor the cohort of actual respondents constitutes a sample that can be defended as representative. It was not expected that it would be representative. At best we hoped for a representative sample of the "clients" or "co-participants" of each project director. Even this hope was unfulfilled; some OISE staff members listed many participants in each project while others - probably misinterpreting the request - provided the name of only one person associated with each of the faculty member's activities.

One can, of course, argue that this method of selection resulted in a sample predisposed to favourable judgements and eliminated negative comment based on lack of contact or experience. Although in a sense this is true, in our opinion, the risk is offset by two considerations. First, no institution, certainly not one the size of OISE, could sufficiently affect the 4599 schools of Ontario that a random sample of educators and persons somehow connected with public education could provide meaningful qualitative comment about specific activities. Sheer lack of information from the majority of such respondents would overwhelm the responses of those who had specific knowledge of the project, materials, or activity being evaluated. Second, the questionnaires distributed at the discretion of directors of education among their own staffs (as described in the next paragraph) provided a compensating, relatively uninvolved segment of the total pool of actual respondents.

Questionnaires were sent to the director of education of every school board in the province (a total of 195 including public, Roman Catholic separate, military base, special and hospital boards). Each package contained: (a) one questionnaire to be completed by the director, (b) 10-15 questionnaires (with number determined by board size) to be completed by coordinators, consultants and/or superintendents chosen by the director, (c) 5-10 questionnaires for individuals with the board whom the director recognized as having had direct contact with OISE, (d) 5-10 questionnaires to be distributed by the director to trustees who had had several years of experience on the board. French translations were sent to all francophone boards; duplicate sets in French and English were sent to boards known to have both French-and English-language (or bilingual) schools. All completed questionnaires were to be returned to OISE by the director of education.

Response Problems

In its use of the questionnaires and other instruments, the study encountered the kinds of problems that always accompany collecting data of this type. Not all the questionnaires were sent back, and those returned were not likely a representative or random sample of all the persons to whom they were sent. The response rates of Questionnaires #1 and #2 varied widely - about 66% for the former and about 36% for the latter. This variation seemed understandable in the light of the different degrees of the respondents' participation; the questionnaire on Institute projects presumed a much greater degree of involvement than did that on Institute conferences and workshops. Participants in a short workshop were obviously less involved than persons who took part in a study over a period of several weeks or months.

It was impossible to conduct a survey of non-respondents' opinions through interviews carefully aimed at a random sample of non-respondents. Although such techniques for estimating bias among respondents are available, using them would have required far more time and resources than were available for this study. Similarly, the responses to the open-ended questions contained in several instruments could have been subjected to more rigorous and careful content analysis if time and resources had permitted. These analyses could also have been subjected to estimates of their reliability across analysts.

Methods of Analysis

The responses to the rating-scale items of the questionnaires were punched and transferred to a computer tape. They were then analyzed in terms of total frequencies of the various responses, and of the frequencies among respondents classified according to position (teacher, administrator, etc.). The responses to the open-ended questions were transcribed and sorted into categories by two independent judges who were members of the Institute's R&D staff.

The Non-Questionnaire Data

Press Clippings

The press clippings were those in a collection maintained more or less thoroughly from 1967 onwards by the Office of the OISE Director. Most of them came from two Toronto daily newspapers and from press services, particularly Canadian Press.

Data on Citations

The Social Sciences Citations Index (Corporate Index) was the main source of the data on citations by others of research and scholarly publications of Institute staff members. Additional data on citations were obtained from a study entitled "Quantity and Impact of Scholarly Journal Publications of Canadian Faculties of Education" by Marshall Arlin (*Canadian Journal of Education*, 1978, 3, 1-18), and a series of articles by Norman Endler.

Analysis of Reviews of Publications

An attempt was made to analyze reviews of books, articles and student materials written by faculty of the Institute or published by OISE Press. These were to be classified in terms of: (a) type of publication being reviewed; (b) type of publication in which the review appeared; (c) overall tenor of the review, e.g., positive, negative, neutral, descriptive; (d) audience to whom the original publication appeared to be directed; and (e) number of reviews per article.

Letters to Associations and Organizations

The letters to professional associations and trustee organizations were sent to ensure that their particular points of view would be taken into account. Each was invited to participate either by arranging for a study by a committee or by soliciting a staff report on the impact of OISE.

Letters in Lieu of Returned Questionnaires

Almost eighty individuals wrote letters to the Task Force describing their experience with OISE activities or personnel in lieu of returning whatever version of the questionnaire they had received. Many of these communications were both lengthy and highly detailed; all of them enriched the background against which the Task Force viewed the primarily quantitative findings of the questionnaires.

In addition, two Field Centres actively solicited letters from

Superintendents and Areas Superintendents describing overall involvement of the Centres (Northeastern and Niagara) in their local systems. These letters (fifteen in all) unanimously commented on the conjoint effort of OISE graduate courses (those offered locally and -- to a lesser extent -- those in Toronto) and Field Centre contribution to local program improvement, professional development and problem solving, and on the "ripple effect" of these coordinated OISE functions on local program, practice and expectations.

B: VIEWS OF PARTICIPANTS IN PROJECTS AND WORKSHOPS

The results obtained from the administration of Questionnaires #1 and #2 are presented in this section. The section first describes the processing of Questionnaire #1 and provides data on the characteristics of the respondents, all of whom were persons outside OISE who had been associated with one of the Institute's projects or studies. Their ratings of the value of OISE activities are then presented and discussed. The latter part of Section B includes similar information on Questionnaire #2, its respondents (persons outside OISE who had taken part in workshops or conferences conducted by Institute staff or sponsored by the Institute, and their ratings of the value of these activities.

The Questionnaire for Participants in OISE Projects and Studies

As indicated in Section A, the distribution of the questionnaire was managed in such a way that each person on the mailing list received only one questionnaire. The person was asked to respond to "project-specific" questions with reference to the project named on the questionnaire. Frequencies, mean percentages and adjusted percentages were computed for all questions, except the two open-ended questions, which were analyzed separately as follows: For the first question,

> What educational priority area, in your mind, should be given greatest priority in directing field development and research programs at OISE in the future?

two members of the staff drew up independent lists of possible categories after studying all responses. The categories they devised were generally identical, and those that differed were reduced through "negotiation" to a set of categories mutually understood and acceptable.

All items were then classified by each rater. Initial agreement was more than 90% (including the responses the raters considered "unclassifiable"). Items not identically classified on the first attempt were assigned to categories on the basis of discussion of the presumed intent of the respondent, rather than being classified by a third person.

Responses to the second question, "Are there any other comments you would like to make on OISE's research and field activities?" were categorized in two ways. First they were classified on the basis of whether or not they contained evaluative statements that indicated a positive or negative perception. The evaluative statements were then classified according to whether they referred to (a) OISE generally, (b) specific OISE functions (c) specific OISE projects, or (d) identified individuals on the OISE staff. Second, responses were categorized in terms of the aspects of OISE functioning discussed by the respondents. Again, two raters developed independent lists of categories after studying all the responses. The two lists were then reduced to a single list of mutually understood categories.

In all, 1046 copies of the "Questionnaire on OISE Impact for Participants in Formal Projects or Studies" were sent and 663, or 63%, were returned. This rate of return seems fairly high for a questionnaire of this kind and may be considered to indicate that the attitude towards the questionnaire itself, at least, was favourable.

Characteristics of the Respondents

Of the 663 questionnaires returned, 607 were in English and 56 in French. As is indicated in Table 8, the respondents came from all six regions of Ontario, with the largest number coming from the central region. Very few respondents were from outside Ontario. Slightly more than 10% provided geographical information that did not permit identification of the region. That the greatest percentage of the respondents to this questionnaire came from central Ontario is understandable in view of the fact that three field centres (Central Ontario, Niagara, and Trent Valley) and the Institute itself are located in this region.

TABLE 8

Distribution of Respondents by Region

Region of Respondent	N	%	OISE Centres Located in the Region
Central	269	41	Midwestern[1], Niagara[2], Central Ontario[3], Trent Valley[4], Ottawa Valley[5], Midnorthern[6], Northeastern[7], Northeastern-Timmins[8], Northwestern[9], Western Ontario[10]
Eastern	69	10	
Midnorthern	26	4	
Northeastern	57	9	
Northwestern	35	5	
Western	35	5	
Provincial Other	69	10	
Out of Province	30	5	
Not Applicable	67	10	
No Response	(6)	(1)	
Total	663	100%	

[1]Kitchener, [2]St. Catharines, [3]Toronto, [4]Peterborough, [5]Ottawa, [6]Sudbury, [7]North Bay, [8]Timmins, [9]Thunder Bay, [10]London.

The respondents could also be classified according to the kind of OISE personnel with whom the respondent had had contact. Faculty or project directors had named 597, or 90%, of the respondents, while research officers had named 66, or 10%, of the respondents.

The classification of respondents according to their positions, as shown in Table 9, indicates that one-fifth were involved in classroom teaching while almost one-half were concerned with school administration. The remaining respondents were associated with colleges and universities, or were professionals other than teachers or administrators.

TABLE 9

Position of Respondent

Position of Respondent	N	%	N	%
Teacher, Department Head	134	20.2	134	20.2
Principal, Vice-Principal	93	14.0	93	14
Consultant, Coordinator	105	15.8)	200	30
Superintendent, Director	95	14.3)		
Trustee, Other Board Employee	14	2.1	14	2.1
College Teacher	23	3.5)	144	22
College Administrator	9	1.4)		
University Teacher	42	6.3)		
University Administrator	5	0.8)		
Professional	65	9.8)		
Student	1	0.2	6	1
Other	5	0.8		
No Response	(72)	(10.9)	(72)	(10.9)
Total	663	100	663	100

The organizational affiliation of the respondents is shown in Table 10. It is evident that a large majority came from school-related organizations (Ontario or out-of province school boards). About one-fifth were associated with community colleges, universities, the Ministry of Education, government agencies or business. These data, then, match the data on position of respondent.

TABLE 10

Distribution of Organization of Respondent

Organization	N	%	N	%
Ontario School Board	472	71	481	72.4
Out of Province Board	9	1.4		
Community College	30	4.5		
University	50	7.5		
Ontario Ministry of Education	23	3.5		
Government Agency	26	3.9		
Business	9	1.4		
Other	15	2.3		
Not Applicable	1	0.2		

The departmental affiliations of the principal investigators of the projects identified on questionnaires are shown in Table 11. It is clear that no single department sponsored projects that accounted for any great preponderance of the respondents. It should be noted, however, that owing to the method of selecting respondents, described in Section A, these figures do not accurately reflect the extent to which various departments are involved in research and development and field development projects. (The term "department" as used in this study refers to both academic departments and other Institute administrative units.)

TABLE 11

The Department of the Principal Investigator of the Project Identified on the Questionnaire

	N	%	All Field Centres N	All Field Centres %
Graduate Studies	2	0.3		
Research and Development	32	4.8		
Adult Education	18	2.7		
Applied Psychology	45	6.8		
Curriculum	62	9.4		
Modern Language Centre	30	4.5		
Educational Administration	34	5.1		
Educational Planning	12	1.8		
History & Philosophy	8	1.2		
MECA	8	1.2		
Evaluation Centre	3	0.5		
Individualization Project	61	9.2		
Sociology	17	2.6		
Special Education	21	3.2		
Field Development (Central)	37	5.6)		
Franco-Ontarian Centre	33	5.0)		
Midnorthern Centre	35	5.3)		
Midwestern Centre	34	5.1)	302	45.6
Niagara Centre	16	2.4)		
Northeastern Centre	44	6.6)		
Northwestern Centre	20	3.0)		
Ottawa Valley	21	3.2)		
Trent Valley	49	7.4)		
Western Ontario	13	2.0)		
E.I.S.O.	8	1.2)		
Total		100		

Closer analysis of the departmental breakdowns indicated that the position of the respondents varied markedly from department to department. Table 12 shows the position of the respondents for the twelve departments which initiated more than 4% (the median) of the responses. For projects in Applied Psychology and most of the Field Centres, the majority of the respondents have a direct link to schools, while many of the respondents to the Curriculum, Modern Language Centre, and Individualization Program projects are found at the post-secondary level. Such a distribution is to be expected when we note, for example, that many projects conducted by the Field Centres are developed in response to requests for assistance from school board personnel. The Individualization Project, on the other hand, has developed C.A.I. programs which have been implemented at both secondary schools and community colleges.

Before we consider the responses to the qualitative questions, it is worth noting the number of persons named by the respondents to answer to the following question:

> We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops)?

Figure 1 is a cumulative frequency curve showing the percentage of respondents who named each given number of OISE persons as known or known about. It indicates that approximately 50% of the respondents knew or knew about more than five members of the OISE faculty or staff, and approximately 20% knew or knew about more than 10 members. This evidence suggests that, for this set of respondents at least, OISE is not an impersonal and faceless entity. The vast majority of the respondents could name at least one or two OISE persons, and most could name several more.

TABLE 12

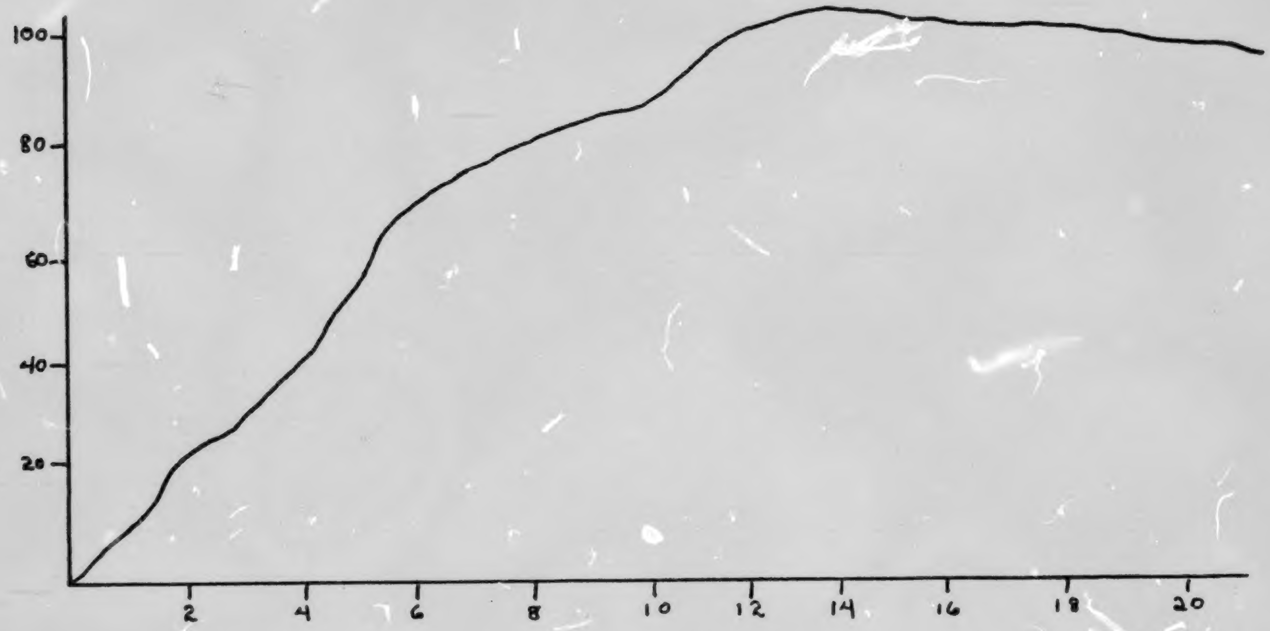
Analysis of Position of Respondent by Departmental Location of Project for the 12 Main Departments

OISE Unit with which Project Director was associated		Teachers	Principals Vice Principals	Consultants and Superintendents	Trustees	Community College and University Faculty and Administrators	Professionals	Students	Others	No Response
Research and Development	N	1	9*	6	0	2	9*	0	1	4
	%	3	28	19	0	6	28	0	[illegible]	13
Applied Psychology	N	15*	10*	9*	0	5	0	0	0	6
	%	33	22	20	0	11	0	0	0	13
Curriculum	N	3	10*	27*	3	10*	5	0	0	4
	%	5	16	44	5	16	8	0	0	7
Modern Language Centre	N	5	1	9*	0	11*	4	0	0	0
	%	17	3	30	0	37	13	0	0	0
Educational Administration	N	3	0	15*	5	0	7*	0	1	3
	%	9	0	44	15	0	21	0	3	9
Individualization Project	N	24*	0	3	0	20*	0	0	0	14*
	%	40	0	5	0	33	0	0	0	23
Field Development Central	N	13*	4	12*	1	1	2	0	0	4
	%	35	11	32	3	3	5	0	0	11
Franco-Ontarian Centre	N	11*	2	7*	0	0	4	0	1	8*
	%	33	6	21	0	0	12	0	3	24
Midnorthern Field Centre	N	5	4	20*	0	3	0	0	0	3
	%	14	11	57	0	9	0	0	0	9
Midwestern Field Centre	N	9*	5	14*	1	0	2	0	0	3
	%	27	15	51	3	0	6	0	0	9
Northeastern Field Centre	N	7	12*	15*	1	3	2	0	0	4
	%	16	27	34	2	7	5	0	0	9
Trent Valley Field Centre	N	16*	12*	16*	0	0	0	0	0	5
	%	33	25	33	0	0	0	0	0	10

*Indicates positions of majority of respondents for each department.

FIGURE 1

The Cumulative Frequency of the Number of OISE Members Known to The Project/Study Respondents



Value of OISE Activities as Rated by Participants

The questionnaire called upon the respondents to rate the formal project or study in which they had been involved on a four-point scale (Very Valuable, Valuable, Not Valuable and Not Applicable). Table 13 shows the percentage means with respect to general areas. The figures in the column for "Not Applicable" and "No Response" indicate the percentage of total respondents whose answers fell into these two categories. The figures in the other three columns indicate the distribution of evaluative responses across the three categories. Thus, the adjusted percentages total 100 across the "Very Valuable", "Valuable" and "Not Valuable" responses.

As Table 13 shows, of the 84% who responded to the item and who chose an alternative other than "Not Applicable", the vast majority (average above 95%) considered the project to be either "Very Valuable" or "Valuable". The highest percentages of "Very Valuable" responses resulted from questions that dealt with the value of the activity in terms of its generation and definition of ideas and problems. The smallest percentages of "Very Valuable" ratings were given to the values of the activity for "New or changed approaches to bringing about change in education" and for "New or changed teaching methods".

Apart from these distinctions, the main impression that emerges from the results shown in Table 13 is that the reaction of the participants to OISE projects and studies is altogether favourable. Only small percentages, averaging around 5%, of the respondents indicated that the project in which they had participated was "Not Valuable".

TABLE 13

Summary of the Assessment of Projects in Terms of the General Value of the Activity

Possible Value of the Activity		Very Valuable	Valuable	Not Valuable	Not Applicable	No Response
General (ranked according to percentage of respondents who rated the projects(s)).						
(a) New or different ideas.	N	339	257	17	35	15
	Adj.%	55	42	3	7%	
(b) Helping define or better define a problem.	N	338	237	23	42	23
	Adj.%	57	40	4	10%	
(c) New or different approaches to problems	N	313	259	23	38	30
	Adj.%	53	44	4	10%	
(d) New or changed approaches to bringing about change in education.	N	235	282	33	84	29
	Adj.%	43	51	6	17%	
(e) New or changed programs for learners.	N	242	241	33	121	26
	Adj.%	47	47	6	22%	
(f) New or changed teaching methods.	N	214	231	39	146	33
	Adj.%	44	43	8	27%	
TOTALS		1681 50%	1507 45%	168 5%	622 16%	

Table 14 shows the ways in which the ratings of the general value of OISE activities differed according to the type of position held by the respondent. Teachers and department heads were most positive in their assessment of the activity in terms of generating new or different ideas or approaches to problems.

Table 15 shows the respondents' overall ratings of the values of the activity when these values were stated in relatively specific terms. Here, as can be seen in the bottom row of the table, 32% of the responses were "Not Applicable" or were classified as "No Response". Twice as many of the responses to the set of specific potential values were non-evaluative as compared to responses to items referring to general potential values (See Table 13). Nonetheless, of the respondents who did rate the value of the activity, the vast majority (averaging about 90%) again considered it either "Very Valuable" or "Valuable".

The highest percentages of "Very Valuable" responses were made to items concerned with researching and solving educational and/or practical problems. At the other extreme, the smallest percentages of "Very Valuable" responses were made to items concerning the analysis of policy issues and teacher evaluation.

To some degree, the variation in these percentages reflects the position of the respondents. That fewer of the respondents were interested in the analysis of policy issues or teacher evaluation can be expected, since a large number were teachers. The variation may also reflect the general orientation of OISE projects. Fewer projects may

TABLE 14

Effect of Respondent's Position on the Assessment of Projects in Terms of the General Value of the Activity

Position of Rater		Very Valuable	Valuable	Not Valuable	Not Applicable & No Response	Questions where response distribution differs substantially from row mean.
Teachers and Heads of Departments (n=135)	N Adj.%	403 55	307 42	24 3	70 9%	more positive to (a) (c); more not applicable and no response to (d)
Principals and Vice Principals (n=95)	N Adj.%	197 41	246 51	36 8	85 15%	more positive to (b); more not applicable to (f)
Consultants, Directors & Superintendents (n=200)	N Adj.%	509 50	461 45	50 5	186 15%	more positive to (b); more not applicable and no response to (d) (f)
Trustees (n=14)	N	27	22	0	35	
College & University Staff (n=79)	N Adj.%	223 58	153 37	16 4	92 19%	more not applicable and no response to (d) (f)
Professionals (n=65)	N Adj.%	152 50	148 48	7 2	83 21%	very positive to (b); more not applicable and no response to (d)
Students, others & Position not given (n=78)	N Adj.%	179 46	179 46	34 9	76 16%	

Note: Letters refer to the items specified in Table 13.

be oriented toward significant policy issues and the evaluation of teachers than toward specific and practical educational problems. Even so, of the approximately half of the respondents who did see their particular OISE activity as relevant to significant policy issues or teacher evaluation, large majorities considered the project either "Very Valuable" or "Valuable".

TABLE 15

Summary of the Assessment of Projects
in Terms of the Specific Value of the Activity

			Very Valuable	Valuable	Not Valuable	Not Applicable	No Response
	Specific value (ranked according to percentage of respondents who rated the value of the project).						
(g)	Helping solve a specific educational problem.	N	273	253	25	78	34
		Adj.%	50	46	4	17%	
(h)	Application of research to practical problems.	N	239	246	33	101	44
		Adj.%	46	48	6	22%	
(i)	Improvement of professional skills.	N	198	277	24	122	42
		Adj.%	40	56	5	25%	
(j)	Implementation of change.	N	199	258	40	97	69
		Adj.%	40	52	8	25%	
(k)	Introducing new curricula or instructional concepts.	N	226	225	31	144	37
		Adj.%	47	47	6	27%	
(l)	New or changed approaches to evaluation of learners.	N	199	218	45	162	39
		Adj.%	43	47	10	30%	
(m)	New or changed approaches to evaluation of programs.	N	160	256	42	166	39
		Adj.%	35	56	9	31%	
(n)	Introducing new curricular materials.	N	175	192	62	191	43
		Adj.%	41	45	15	35%	
(o)	Analysis of significant policy issues.	N	139	166	59	241	58
		Adj.%	38	46	16	45%	
(p)	New or changed approaches to evaluation of teachers.	N	63	144	75	327	54
		Adj.%	22	51	27	57%	
	TOTALS	N	1871	2235	436	2088	
		Adj.%	41	49	10	32%	

Effects on Professionals

We turn now to the respondents' ratings of the activity's effect on professionals. The first question was, "How many professionals (teachers, principals, administrators, consultants, researchers, professors, etc.) were affected by the activity described?" As can be seen in Table 16, 50% of the respondents who gave an interpretable answer indicated that the median number of professionals affected was about 29 (e.g., some or all of the teachers in one school, or all subject area specialists from a family of schools).

TABLE 16

The Number of Professionals (Teachers, Principals, Administrators, Consultants, Researchers, Professors, etc.) Affected by the Activity Described

		E.g. grade level, subject area in 1 school	E.g. 1 school	E.g. subject area across family of schools; 1 grade across a board	E.g. several grades across a board	E.g. all teachers for a board; specific teachers with a region		
	0	1-9	10-29	30-99	100-999	1000+	Indet.	No Response
N	3	188	146	113	80	26	59	48
%	.5	28	22	17	12	4	9	7

When queried as to the effect of the activity on the professionals, approximately 90% responded that the effect was either high or moderate, as Table 17 shows.

TABLE 17

The Average Effect on These Professionals

	High	Moderate	Low	None	No Response
N	207	324	51	3	78
Adj.%	35	55	9	.5	12%

Table 18 indicates a similarly favourable response to the question about the applicability of the experience to other situations.

TABLE 18

The Extent to Which These Professionals Will Use the Experience in Other Situations

	Considerably	Some	Little	None	No Response
N	291	257	37	13	65
Adj.%	48	43	6	2	9%

Finally, when asked to assess the value of repeating the activity in other schools (see Table 19), a large majority (72%) of respondents indicated that it would be very valuable.

TABLE 19

Applicability of Activity: The Extent to Which
the Activity Would be Valuable if Repeated in Other Schools

	Very Much	Some	Little	None	No Response
N	437	147	16	5	58
Adj.%	72	24	3	1	9%

In general, the respondents' answers to these questions about effects of OISE activities on professionals are favourable. Almost none of the respondents see little or no effect, and a substantial majority choose either the most favourable or the next most favourable of the alternative responses. On the basis of these subjective judgments on the part of the professional educators named by principal investigators as having been involved in OISE projects or studies, one must conclude that the projects and studies are well regarded.

Effects on Learners

What do the participants in an OISE activity think of its effect on learners? Table 20 shows respondents' estimates of the number of learners directly affected by the activity. We found that over one-third of the estimates indicated an involvement ranging from part of a grade up to several grades from one or more schools. Note, however, that a substantial number (31%) of the respondents chose not to answer this question.

TABLE 20

The Number of Learners Affected Directly

	0	E.g., part of a class 1-19	E.g., 1 class 20-39	E.g., 1 grade or part of a grade 40-149	E.g., Several grades in 1 school; 1 grade in several schools 150-599	E.g., 1 entire school; 1 grade level or subject areas across a small board 600-1999	E.g., Several grades, or subject areas for a large school 2000-5999	1 board 6000 +	No Response
N	53	38	35	107	119	43	40	25	2
Adj.%	8	6	5	16	18	6	6	4	

When queried as to the number of learners indirectly affected by the activity, a large percentage of respondents (58%) gave no answer (see Table 21). Nonetheless, very few respondents (9%) indicated an indirect or direct effect on no pupils.

TABLE 21

The Number of Learners Indirectly Affected

	0	1-19	20-39	40-149	150-599	600-1999	2000-5999	6000+	No Response
N	57	21	12	43	48	38	23	37	384
%	9	3	2	7	7	6	4	6	58%

With respect to the degree of the effect on the learners, Tables 22 and 23 indicate that the direct effects are considered high or at least moderate by 86%, and the indirect effects viewed similarly by 60% of the respondents.

TABLE 22

The Effect on Learners Directly Affected

	High	Moderate	Low	None	Not Appropriate/No Response
N	191	218	40	24	190
Adj. %	40	46	8	5	29

TABLE 23

The Effect on the Learners Indirectly Affected

	High	Moderate	Low	None	Not Appropriate/No Response
N	45	151	73	39	355
Adj.%	14	46	22	12	54

In sum, OISE projects seem to be judged to have affected a substantial number of Ontario school pupils. That effect, moreover, is positive.

School/System Implementation of OISE Programs

Respondents were asked to identify specific programs implemented by their school or system, in which "OISE had some input." As Table 24 indicates, the majority of respondents (80 percent) knew of at least one such program, with 8 percent identifying more than three (though space for only three responses was allotted to that question). With the frequency of response adjusted to eliminate those who did not answer or did not know the answer, only 4.5 percent of respondents were unable to identify a single program.

TABLE 24

Frequency of School or System Implemented OISE Programs Identified by Respondents

Number of Programs Identified	Frequency	Adjusted Percent
None	25	4.5
One	195	35.3
Two	145	26.2
Three	134	24.2
Four or more	54	9.8
N/A; No response, did not know	110	
TOTAL	663	100.0

Opinions about OISE's Future Activities

Ideas expressed by respondents on OISE's future activities are summarized below. These ideas deal with OISE involvement and with preferences for increased activities.

Nearly 93% of the respondents answered the question relating to OISE level of involvement in R&D and FD projects, and of these only 2% stated that the involvement should be decreased. A majority (58%) indicated a preference for an increase while a substantially smaller number (41%) indicated that they would prefer to see OISE maintain its present level of involvement.

The respondents were asked to select, from a list, the activities "on which you would like to see increased emphasis by OISE". The alternatives are shown in Table 25, ranked according to the percentage of respondents who checked each item. The activities receiving the greatest support related to research on practical educational problems and work in professional in-service education. The least support was given to the activity concerned with personnel evaluation -- probably reflecting the antagonism of teachers and other educators toward systems of personnel evaluation. The high level of endorsement of in-service education reflects an interest in improvement rather than administratively oriented programs of personnel evaluation.

TABLE 25

The Number of Respondents Who Indicated that the Specified Areas Should Receive Increased Emphasis by OISE

	N	%
Research in practical problems affecting schools	439	66
Work in professional in-service education	408	62
Direct help to schools and teachers with specific problems	400	60
Production of current materials and methods	385	58
Basic research in learning and instruction	382	58
Help with program implementation	329	50
Help with student evaluation	315	48
Analysis of educational policy issues	298	45
Work in adult or continuing education	207	31
Help with personnel evaluation	192	29

To the surprise of those who believe that professional practitioners of education view basic research unfavourably, the activity labelled "Basic Research in Learning and Instruction" received the fourth highest of these ten rankings. Again, perhaps because only a small minority of the respondents were educational policy makers, the activity labelled "Analysis of Educational Policy Issues" received a relatively low, although by no means insubstantial, number of selections.

The responses to the question on increased emphasis were further analyzed to link the respondents' item selection to the OISE unit that had submitted their names. This analysis revealed interesting differences, as shown in Table 26. For example, most respondents were agreed that "Research in Practical Problems..." should receive increased emphasis, but this positive attitude was especially apparent among respondents who had been involved in Research and Development, Modern Language Centre and central Field Centre office. Another example is the response distribution for "Help with Program Implementation": respondents associated with three of the field centres were very positive, while respondents associated with Educational Administration were relatively negative.

A final illustration of the significance of these results can be seen in the responses concerning increased emphasis on "Research in Practical Problems Affecting Schools". Considerably higher percentages than the overall mean for this activity were obtained from participants in projects located in the Departments of Research and Development, Applied Psychology, and Field Development.

Should these perceived needs for increased emphasis in the various departments be met by the departments concerned? The answer should not, of course, be determined solely by the preferences of these respondents as shown in Table 26. But the respondents constitute a significant part of the "audience" of the work of the various departments. Their perceptions of the need for increased emphasis should therefore be taken into account. The percentages that are considerably lower than the overall mean for the activity may be meaningful as indicators of needs that respondents perceive to be relatively

TABLE 26

Percentage of Respondents for Each Key Department Who Checked That the Indicated Activities Should Receive Increased Emphasis

		Research & Development	Applied Psychology	Curriculum	Modern Language Centre	Educational Administration	Individualization Project	Field Development Central Office	Franco-Ontarian Centre	Mid-Northern Field Centre	Midwestern Field Centre	Northeastern Field Centre	Trent Valley Field Centre
Research in practical problems affecting schools	%	26 81*	33 73	44 71	23 77*	22 65	37 61	27 73*	19 58	25 71	20 59	29 66	35 71
Work in professional in-service education	%	24 75*	26 58	41 66	13 43**	20 59	33 54	27 73	18 55	20 57	21 62	29 66	36 74*
Direct help to school systems and teachers with specific problems	%	25 78*	24 53	38 61	21 70	20 59	35 57	25 68	20 61	22 63	15 44**	32 73*	31 63
Production of current materials and methods	%	14 44	30 67	37 60	20 67	13 38**	36 59	26 70	26 79*	20 57	21 62	26 59	29 59
Basic research in learning and instruction	%	17 53	30 57	46 74*	23 77*	13 38**	40 66	16 43	18 55	22 63	16 47	24 55	27 55
Help with program implementation	%	14 44	20 44	25 40	12 40	13 38**	26 43	22 60	16 49	23 66*	14 41	33 75*	32 65*
Help with student evaluation	%	15 47	16 36**	36 58	19 63*	11 32**	24 39	24 65*	21 64	19 54	15 44	22 50	24 49
Analysis of important educational policy issues		15 47	20 44	32 52	19 63*	15 44	27 44	17 46	12 36	10 29**	13 38	21 48	13 27**
Work in adult or continuing education	%	8 25	15 33	17 27	12 20	14 41	25 41	11 30	11 33	7 20	3 9**	15 34	13 27
Help with personnel evaluation	%	12 38	11 24	17 27	8 27	15 44*	12 20	14 38	8 24	6 17**	10 29	13 30	14 29

* Considerable higher percentage than overall mean for activity

** Considerably lower percentage than overall mean for activity

116

well met by the department. Thus, "Help with Student Evaluation" may already be sufficiently emphasized in the Department of Applied Psychology, on the one hand, and may be regarded as relatively unrelated to the mission of the Department of Educational Administration, whose projects were regarded signifcantly less often as needing an increased emphasis on this activity.

In what ways did preferences for increased emphasis by OISE on specified areas of activity vary according to the position of the respondents? Table 27 provides information on this question. It shows for example that "Basic Research in Learning and Instruction" (Area g) was considered to merit increased OISE emphasis by a relatively high number of college and university staff members. This result might be expected in the light of the more academic orientation of these respondents. On the other hand, the same college and university staff members saw a need for increased OISE emphasis to a signifcantly lower degree in the area of providing "Help with Personnel Evaluation" (Area h). Table 27 shows similarly that teachers and heads of departments saw, to a large degree, a need for greater emphasis in OISE on "Production of Curriculum Materials and Methods" (Area b) and, to a significantly lower degree, a need for increased emphasis on "Work in Adult or Continuing Education" (Area c) and "Help with Personnel Evaluation" (Area h).

Table 27 also shows that Area h ("Help with Personnel Evaluation") received a considerably lower percentage of votes for increase emphasis than any other area of OISE activity. This trend was found among respondents in all types of position. It seems safe to say that it is not regarded by any kind of respondent, with the possible exception of trustees (whose total number was only 14), as needing increased emphasis in OISE. (This lack of need may, of course, be perceived

TABLE 27

Percentage of Respondents, by Position, Who Selected Activities for Increased Emphasis by OISE

(a) Direct help to school systems and teachers with specific problems

(b) Production of current materials and methods

(c) Work in adult or continuing education

(d) Work in professional in-service education

(e) Research in practical problems affecting schools

(f) Help with program implementation

(g) Basic research in learning and instruction

(h) Help with personnel evaluation

(i) Help with student evaluation

(j) Analysis of important educational policy issues

		a	b	c	d	e	f	g	h	i	j	
Teachers and Heads of Department		90	102	39	95	93	72	75	24	65	60	n=135
	%	67	76*	29**	71	69	54	56	18**	49	45	
Principals and Vice Principals		66	61	22	65	75	58	60	34	54	39	n=95
	%	71	66	24**	71	81*	62	65	37**	58	42	
Consultants, Directors, Superintendents		123	101	48	134	141	103	118	65	108	89	n=200
	%	62	51	24**	72*	71*	52	59	33**	54	45	
Trustees		9	6	6	7	11	7	8	8	6	6	n=14
College & University Teachers & Administrators		38	42	39	38	43	34	48	21	32	36	(n=79)
	%	48	53	49	48	54	43	61*	27**	41	46	
Professionals		29	22	22	31	34	23	31	19	20	31	(n=65)
	%	45	34	34	48	52	35	48	29**	31	48	
Students, Others & Position not given		45	51	31	38	42	32	42	21	30	37	n=78
	%	58	65*	40	49	54	41	54	27**	38	47	

* Considerably higher percentage than activity mean.

** Considerably lower percentage than activity mean.

as a result of at least two possible conditions: either OISE already gives it sufficient emphasis, or it is a type of activity considered undesirable. The information obtained in the present questionnaire, however, does not permit a choice between these and other possible interpretations of the result.

The Questionnaire on OISE Impact for Participants in Conferences or Workshops

The procedure followed with this questionnaire (#2) was similar to that for #1. Recipients were asked to answer "activity-specific" questions related to the conference or workshop named on their questionnaire. When the questionnaires were returned, frequencies, mean percentages and adjusted percentages were computed. As was the case for responses from project participants, the two open-ended questions were analyzed separately; the method for doing so has already been described. Analysis of responses to the open-ended questions was not conducted separately for recipients of Questionnaires #1 and #2; consequently, the analysis for all replies to open-ended questions will be considered in Section D.

Characteristics of the Respondents

Altogether, 671 workshop/conference questionnaires were sent out, and 259, or 37%, were returned. Table 28 indicates the regions in which the respondents are located. The distribution pattern is similar to that for project participants, with roughly 40% of respondents coming from the central region. As was pointed out earlier, three OISE field centres are located in this region.

TABLE 28

Distribution of Respondents by Region

Region of Respondents	N	%
Central	101	39
Eastern	21	8
Midnorthern	7	3
Northeastern	6	2
Northwestern	9	4
Western	30	12
Provincial (other)	41	16
Out of Province	11	4
Not Applicable & No Response	33	11
TOTAL		100

Table 29 shows the classification of respondents according to their positions. Approximately one-third of the respondents were consultants, superintendents or directors; another third consisted of teachers, heads of departments, or college or university staff members.

TABLE 29

Position of Respondent

Position of Respondent	N	%
Teacher, Head Department	33	13
Principal, Vice Principal	22	9
Consultant, Superintendent, Director	97	37.4
Trustee	1	.4
College & University Faculty	41	16
Professionals	32	12
Students, others, position not given	33	13
TOTAL		100

The OISE departmental affiliations of those staff members suggesting names of questionnaire respondents are shown in Table 30. It indicates that 53% of the respondents were associated with activities undertaken by one of three OISE departments: Applied Psychology, Educational Administration, and Educational Planning.

TABLE 30

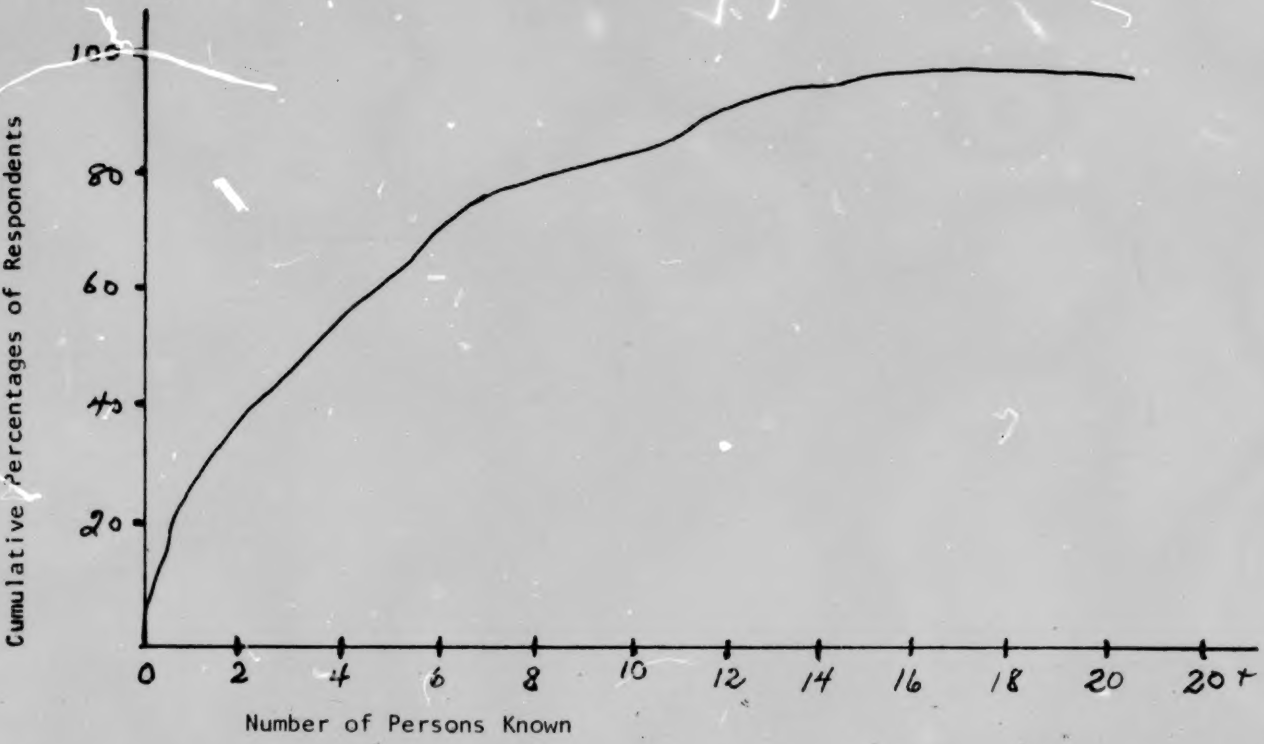
Department Initiating Responses Re Conferences and Workshops

	N	%
Director, Assistant Director	13	5
Graduate Studies	3	1
Research and Development	2	1
Adult Education	10	4
Applied Psychology	75	29
Curriculum	10	4
Educational Administration	36	14
Educational Planning	25	10
History and Philosophy	2	1
Evaluation Centre	4	2
Sociology	6	2
Special Education	1	.04
Field Development - Central	10	4
Franco-Ontarian Centre	3	1
Midnorthern Field Centre	1	.04
Midwestern Field Centre	7	3
Niagara Field Centre	2	1
Northeastern Field Centre	17	7
Northwestern Field Centre	8	3
Ottawa Valley Field Centre	2	1
Trent Valley Field Centre	10	4
Western Ontario Field Centre	11	4
TOTAL	259	100

Before we examine the responses to the main part of the questionnaire, it is interesting to look at the number of persons at OISE who are known to the respondents. This information provides an indication of how well OISE and its staff are known in the educational community of Ontario. Figure 2, a cumulative frequency curve, indicates that almost 10% of respondents did not know anyone at OISE and 50% named fewer than four members of the OISE faculty or staff. This indicates that, not surprisingly, workshop participants were slightly less familiar with OISE personnel than were project participants (see Figure 2.)

FIGURE 2

The Cumulative Frequency
Of the Number of OISE Members Known to
The Workshop/Conference Respondents



The Value of OISE Activities as Seen by Participants in Conferences and Workshops

The respondents were asked to assess the value of the workshops or conferences they had attended. The rating scale had three points -- "Very Valuable", "Valuable", and "Not Valuable" -- as well as a "Not Applicable" category. Judgments were made about both general and specific merits of the conference or workshop. It must again be noted that the figures in the "Not Applicable" and "No Response" columns indicate the percentage of total respondents whose answers fell into these categories. The figures marked for the other three columns are adjusted percentages that indicate the distribution of evaluative responses across the three categories. Thus, the adjusted percentages total 100 across the "Very Valuable", "Valuable", and "Not Valuable" responses). Table 31 presents a summary of all respondents' assessments of the value of the activities in which they had been involved.

TABLE 31
Summary of the Assessment of the
Workshops/Conferences in Terms of the
General Value of the Activity

	Value of the Activity General (Items ranked according to percentage of respondents who rated the experience)		Very Valuable	Valuable	Not Valuable	Not Applicable	& No Response
(a)	New or different ideas	N	104	134	5	11	5
		Adj.%	43	55	2	6%	
(b)	Helping define or better define a problem	N	97	137	7	10	8
		Adj.%	40	57	3	7%	
(c)	New or different approaches to problems	N	97	132	12	8	10
		Adj.%	40	55	5	7%	
(f)	New or changed approaches to bringing about change in education	N	56	113	15	61	14
		Adj.%	30	61	8	29%	
(d)	New or changed programs for learners	N	55	88	18	74	24
		Adj.%	34	55	11	38%	
(e)	New or changed teaching methods	N	52	75	16	97	19
		Adj.%	36	52	11	45%	
	TOTALS		461	679	73	341	
			38%	56%	6%	22%	

Among the 78% who made evaluative responses, the general merits were rated highly. Thirty-eight percent of the ratings were "Very Valuable", 56% were "Valuable", and only 6% were "Not Valuable". As in the case of project participant questionnaires, an examination of individual questions in this section revealed that the highest percentages of "Very Valuable" responses were made to those questions dealing with the generation and definition of ideas and problems.

Table 32 shows the ways in which the ratings of the various aspects of the value of OISE conferences and workshops varied according to the type of position held by the respondent. This table suggests that, although most respondents found these activities valuable, teachers and department heads (and to a lesser extent, principals and vice-principals) made slightly more "Not Valuable" ratings of such activities than did other respondents.

TABLE 32

Effect of Respondent's Position on the Assessment Of Workshops/Conferences in Terms of the General Value of the Activity

Position		Very Valuable	Valuable	Not Valuable	Not Applicable & No Response	* Questions where response distribution differs substantially from row means
Teachers and Department Heads (n=33)	N	71	74	19	34	
	Adj %	43	45	12	17%	
Principals and Vice-Principals (n=22)	N	43	60	11	18	
	Adj %	38	53	10	14%	
Consultants, Directors and Superintendents (n=97)	N	172	273	14	123	more positive to (a) (b) (c); more not applicable and no response to (d) and (e)
	Adj %	37	59	3	21%	
University and College Staff (n=41)	N	75	107	5	59	more positive to (a) (b) (c); more not applicable and no response to (d) and (e)
	Adj %	40	57	3	24%	
Professionals (n=32)	N	52	68	9	63	As above
	Adj %	40	53	7	33%	

* Letters in this column refer to those items specified in Table 31

Table 33 presents the overall ratings of the values of workshop and conference activities, when these values are stated in relatively specific terms.

TABLE 33

Summary of the Assessment of Workshops/Conferences In Terms of the Specific Value of the Activity

	Value of the Activity Specific (Items ranked according to percentage of respondents who rated the value of the experience)		Very Valuable	Valuable	Not Valuable	Not Applicable	&	No Response
(m)	Improvement of professional skills	N	90	129	8	23		9
		Adj.%	40	57	4		12%	
(j)	Helping solve a specific educational problem	N	77	108	10	44		20
		Adj%	40	55	5		25%	
(o)	Application of research to practical problems	N	56	109	18	61		15
		Adj.%	31	60	10		29%	
(p)	Implementation of change	N	51	112	13	62		21
		Adj.%	29	64	7		32%	
(g)	New or changed approaches to evaluation of learners	N	35	84	22	102		16
		Adj.%	25	60	16		46%	
(i)	New or changed approaches to evaluation of programs	N	27	92	19	104		17
		Adj.%	20	67	14		47%	
(n)	Analysis of significant policy issues	N	38	56	27	120		18
		Adj.%	31	46	22		53%	
(l)	Introducing new curricula or instructional concepts.	N	43	68	8	124		16
		Adj.%	36	57	7		54%	
(h)	New or changed approaches to evaluation of teachers	N	32	47	26	134		20
		Adj.%	31	45	25		59%	
(k)	Introducing new curricular materials	N	27	48	11	155		18
		Adj.%	31	56	13		67%	
	TOTALS		466	853	162		1099	
			31	58	11		43%	

As was the case with the project participant respondents, there was a marked increase in the number of respondents using the "Not Applicable" or "No Response" categories with this question, in contrast to the one dealing with the general potential values (see Table 31). Nonetheless, of the respondents who did rate the value of specific activities, the great majority once again considered the activity under discussion to be either "Very Valuable" or "Valuable". "Very Valuable" responses were made to those items concerned with improving professional skills or helping to solve an educational problem; 40% of those respondents making evaluative statements mentioned each of these as "Very Valuable".

Table 34 indicates the ways in which ratings of the specific values of OISE conference/workshop activities are affected by the type of position held by the respondent. The table suggests that, although the teachers and department heads were predominantly favourable, they had the least positive attitudes toward the value of their conference or workshop experience, compared with consultants, college and university staff, or professionals.

TABLE 34

Effect of Respondent's Position on the Assessment of Workshops/Conferences in Terms of the Specific Value of the Activity

		Very Valuable	Valuable	Not Valuable	Not applicable & No response	Questions where response distribution differs substantially from row means
Teachers & Dept. Heads (n = 33)	N	73	77	40	120	positive to (j), (m); more not applicable to (h), (k) & (n)
	Adj.%	35	46	19	36	
Principals & Vice Principals (n = 22)	N	34	84	16	86	positive to (j), (m); more not applicable to (h), (k) & (l)
	Adj.%	25	63	12	39	
Consultants, Super. Directors (n = 97)	N	202	336	49	383	positive to (j), (m) & (p); more not applicable to (h), (k) & (l)
	Adj.%	34	57	8	39	
College & University Staff (n = 41)	N	73	133	17	187	positive to (m) & (p); more not applicable to (k)
	Adj.%	33	60	8	46	
Professionals (n = 32)	N	51	91	8	170	positive to (m) & (o): more not applicable to (h) & (k)
	Adj.%	34	61	5	53	

Effects on Participants

The next sets of answers summarized refer to the effects of the conference/workshop activity upon participants. Table 35 presents an analysis of replies to a question regarding the number of persons involved. Table 36 summarizes all responses to a question about the activity's value in enriching background, and Table 37 presents responses to the same question, when the respondent's position is taken into account.

TABLE 35

Number of Participants in Workshop Activity

	1-9	10-29	30-149	150+	Indet.	No Response
N	20	99	108	17	3	10
%	8	38	42	7	1	4

TABLE 36

Summary of Perceived Value of Experience
For Enriching Background

	N	%	Adj.%
Very Valuable	94	36	41
Valuable	125	48	55
Little Value	8	3	4
No Value	0	0	0
No Response	32	12	

TABLE 37

Effect of Respondent's Position on Perceived
Value of Experience for Enriching Background

	Very Valuable	Valuable	Little Value	No Value	No Response
Teachers & Department Heads	16 (48)	12 (36)	2 (6)	0	3 (9)
Principals & Vice-Principals	6 (27)	13 (59)	1 (5)	0	2 (9)
Consultants, Super. & Directors	38 (39)	45 (46)	2 (2)	0	12 (12)
College & University Staff	19 (46)	20 (49)	0	0	2 (5)
Professionals	7 (22)	19 (59)	0	0	6 (19)

Virtually all those who made some response, regardless of their position, found the conference or workshop they experienced to be "Valuable" or "Very Valuable".

Table 38 summarizes responses to a question about follow-up to ideas presented; Table 39 examines responses to the same question according to respondent's position. Again, high percentages of all categories of respondents reported some follow-up from their conference or workshop.

TABLE 38

Summary of Number of Respondents Reporting Follow-Up to Workshop or Conference Activity

	N	%
Yes	209	81
No	35	14
No Response	15	6

TABLE 39

Effect of Respondent's Position on Reported Follow-up to Workshop or Conference Activity

	Yes	No	No Response
Teachers & Department Heads	26 (79)	5 (15)	2 (6)
Principals & Vice-Principals	19 (86)	3 (14)	0
Consultants, Super. & Directors	88 (91)	7 (7)	2 (2)
College & University Staff	22 (69)	7 (22)	3 (9)
Professionals			

School/System Implementation of OISE Programs

When asked to name specific school or Board programs which had been developed or influenced by OISE, most respondents (66.8%) were able to identify at least one. As Table 40 indicates, more than 20% of respondents were familiar with three or more such programs.

There was greater knowledge of OISE programs among respondents with positions of responsibility linking them directly to Board administration centers, viz. directors, superintendents, co-ordinators, consultants and Board specialists. As has been noted previously, these groups accounted for some 38% of the respondents to this questionnaire.

Programs originating in or associated with the following OISE departments were named most frequently: Applied Psychology, Educational Administration and Educational Planning.

TABLE 40

Frequency of School/System-Implemented
OISE Programs Identified by Respondents

Number of Programs Identified	Frequency	Adjusted Percent
None	30	14.8
One	73	36.0
Two	45	22.2
Three	42	20.7
Four or More	13	6.4
N/A, No Response, Did Not Know	56	
	129	100.0

Opinions About OISE's Future Activities

Respondents were asked to select from a list those activities on which they would like to see increased emphasis by OISE. Table 41 presents these activities, ranked in order of percentage of respondents who checked them. As in the project participant questionnaire, the top three areas for which future emphasis was requested were: Work in professional in-service education; Research in practical problems; and Direct help to schools and teachers with specific problems.

TABLE 41

Summary of Numbers of Respondents Indicating That Particular Areas Should Receive Increased Emphasis by OISE

	N	%
(d) Work in professional in-service education	165	64
(e) Research in practical problems	147	57
(a) Direct help to schools and teachers	131	51
(g) Basic research in learning and instruction	110	43
(j) Analysis of policy issues	103	40
(b) Production of materials and methods	103	40
(f) Help with program implementation	97	38
(i) Help with student evaluation	90	35
(h) Help with personnel evaluation	69	27
(c) Work in adult or continuing education	64	25

Table 42 examines these preferences according to the positions of respondents, and makes note of responses which differ noticeably from the others.

TABLE 42

Percentage of Respondents, by Position, Who Selected Activities for Increased Emphasis by OISE

Activities being considered (see Table 41 for titles)

		a	b	c	d	e	f	g	h	i	j
Teachers and Department Heads	N	22	17	7	23	21	13	18	6	14	12
	%	67	52	21**	70*	64	39	55	18**	42	36
Principals and Vice-Principals	N	14	7	1	16	15	13	11	10	10	7
	%	63	32	4*	73	68	59	50	46	46	32
Superintendents, Consult, Directors	N	55	44	20	77	70	41	48	26	40	37
	%	57	45	21**	79*	72	42	48	27**	41	38
College and University Staff	N	14	12	19	20	14	11	16	15	17	17
	%	34	29**	46	49	34	27**	39	37	41	41
Professionals	N	12	9	9	13	11	8	9	5	3	16
	%	38	28	28	41	34	25	28	16**	9**	50*

* Considerably higher percentage than activity mean
** Considerably lower percentage than activity mean

C. VIEWS OF OTHER EDUCATORS IN ONTARIO

The School Board Questionnaire Package

This package included four questionnaires, three identical ones intended chiefly for directors of education and other senior school board officials, and a fourth for school trustees with several years of board experience.

The first three questionnaires (#3, #4, and #5) contained a list of approximately 50 specific materials, projects, activities, publications, and services of OISE. Respondents were asked to rate these in terms of their perceived value to education in the province, using a five-point scale (High, Moderate, Low, None, Don't Know). The items included specific materials or programs for school use (e.g., Computer-Assisted Instruction in Mathematics, Intermediate Evaluation Tests, and French Teaching Modules); implementation, organization, and evaluation methods and assistance (e.g., administrative studies, curriculum implementation methods, school board finance and grants); publications (e.g., periodicals, books, and monographs); and services (e.g., the Education Information System for Ontario -- EISO, the documentation and other services of the OISE library, and the information services provided by field centres).

Respondents were then asked to rate the items in terms of actual use in their own system or jurisdiction on a four-point scale (Widespread Use, Moderate Use, Experimental Use, Not Used). Additional information was elicited regarding (a) perception of impact of specific types of OISE activity, (b) influence of OISE participation in workshops, and (c) involvement of OISE staff in local activities.

The questionnaire for trustees (#6) requested opinions of the influence of OISE activities on education in the jurisdictions served by the trustees.

All four questionnaires concluded with the questions concerning the increase or decrease of OISE's involvement in a variety of field and research activities.

Characteristics of the Respondents

A total of 610 questionnaires was received from 81 boards (43.5%). Respondents represented a variety of responsibilities, as seen in Table 43, with the largest groups composed of consultants, co-ordinators, supervisory officials (44.1%) and superintendents or assistant superintendents (22.5%). Since only 20 percent of respondents were identified as teachers, department heads, principals or vice-principals, it appears that the majority held responsibilities beyond the jurisdiction of a particular school. (Please note: All percentages are adjusted to accommodate 29 unidentified respondents.)

TABLE 43

Position of Respondent

Position	N	Adj. %
Consultants, coordinators, supervisory officials	256	44.1
Superintendents, assistant superintendents	131	22.5
Principals, vice principals	94	16.2
Directors	52	8.9
Teachers, heads of department	22	3.8
Board employees	16	2.8
Professionals (psychologists, social workers, librarians, etc.)	9	1.5
Trustees	1	0.2
No position given	29	4.8*
TOTAL:	610	

* Unadjusted percentage.

Analysis of responses

Most items on these questionnaires required the respondents to indicate their views of an OISE activity with a check mark (✓). For these items, frequencies and percentages of those responding in each response category were calculated. OISE activities were then ranked according to percentage response. Open-ended questions were analyzed differently.

OISE activities: Perceived educational value and board use

About 50 OISE activities were grouped into the following categories:

- specific materials and programs for school use	(19)
- general programs or strategies	(6)
- implementation/organization/evaluation methods and assistance	(9)
- publications	(4)
- services	(11)

Respondents were asked to indicate the value of each activity to education in Ontario, selecting from the following alternatives: High, Moderate, Low, None, Don't Know (Question 1). They were then asked to describe the degree to which the activity is used in their system, selecting from these alternatives: Widespread Use, Moderate Use, Experimental Use, Not Used (Question 2).

The activities specified in the questionnaire can be seen in Sections A and B of the questionnaire, contained in Appendix E .

Table 44 presents the perceived value and degree of use of specific OISE materials and programs, ranked according to perceived value (where "value" represents the combined responses, High, Moderate and Low). The percentage of respondents who either did not know about a program, or failed to answer the question, is also given.

TABLE 44

Value and Degree of Use of OISE Materials/Programs*

Program/Material	Perceived Value (%)	No Value (Adj.%)	Don't know or No Response(%)	Degree of Use (%)
#5 Thinking Skills	57	1	42	37
#13 Moral Education	53	2	56	32
#2 Intermediate English Tasks	45	3	54	27
#9 Women in Canadian History	40	3	59	26
#4 Writing Strategies	35	4	64	23
#15 Reading Texts	34	5	64	21
#17 Women's Kit	33	6	65	20
#11 Science Inquiry Materials	32	4	67	19
#10 French Immersion Materials	31	7	67	18
#18 Audio Tape Series	30	7	68	17
#6 Peterborough Mathematics Program	28	8	70	15
#12 Organizing School Boards	27	11	70	12
#16 Community Involvement Program	26	8	72	9
#1 CAI Mathematics	24	10	73	9
#8 Canadian Contemporary Issues	24	4	75	18
#3 French Teaching Modules	21	8	77	15
#14 Materials for French Language	18	13	79	10
#19 City Kids' Book	15	8	84	8
#7 Valeurs Humaines	10	13	88	5

*Perceived value = summation of frequencies for High, Moderate and Low responses.
Degree of use = summation of frequencies for Widespread, Moderate and Experimental.

Although at first glance it would appear that only two OISE materials/programs were perceived as valuable by the majority of respondents, a closer scrutiny reveals that more than half the respondents either did not know about the program, or failed to respond to the question. In fact, where programs were recognized by respondents, only a very small minority perceived them as having little value.

The issue, clearly, is not the value of OISE programs/materials, but the familiarization of Ontario educators with them. When one recognizes that the majority of the programs are designed for specific situations, often within a narrow range of grade levels and subject matters or with a very restricted school situation or school staff, the results become much more palatable. For example, item #1 (Computer-Assisted Instruction in Mathematics) is primarily a post-secondary program. It has only experimental components at the elementary and secondary levels, and should therefore be expected to be known by only a relative handful of mathematics teachers in grades 4-12. Only 3.8% of respondents were teachers (see Table 43), yet 24% recognized the program, and 90% of these teachers valued it!

The item with the highest "recognition index" (i.e., the lowest total -- 42% -- of "Don't Know" and "No Response" percentages) was #5, Thinking Skills. Why should this item have been recognized by relatively large percentages of the respondents? Such materials as Thinking Games (Bereiter and Anderson, 1975) were highly publicized by OISE through advertisements in newspapers, periodicals, and teachers' journals.

Items in the collection ranged in applicability from Kindergarten through grade 12, and in a variety of subject areas. The Niagara Field Centre maintains a Thinking Materials Resource Centre for dissemination, consultation and in-service orientation. As Table 44 indicates, only 1% of respondents familiar with these materials perceived them as having no value.

At the other extreme, items #7 (Valeurs Humaines) and #19 (City Kids' Book) were recognized by only 12% and 16% of the respondents, respectively. These programs are highly specific and, in the case of Valeurs Humaines,relevant only to the Francophone minority of students in Ontario.

The fact that the majority of respondents were unaware of materials/programs which could and should have wider applicability should not be discounted. French is a required subject in most elementary schools of Ontario, yet 77% of the respondents did not indicate knowledge of item #3, French Teaching Modules. Though these materials were not exhaustive, they should be considered representative of OISE programs in French-language learning. Implications for increased dissemination/publicity activities are unavoidable.

Comparison of figures in the "Perceived Value" and "Degree of Use" columns of Table 44 indicates that the discrepancy between perceived value and implementation is consistent, with the possible exception of items #8, 3, and 14. It is evident that valuing a program/material does not necessarily mean that it will be implemented within one's own system. Perhaps OISE should devote more attention to services which would offer guidance to a system considering the implementation of an OISE-produced program.

Tables 45 and 46 present the perceived value and degree of use of OISE general programs and strategies, and implementation, organization, and evaluation methods, respectively. As in Table 44, they are ranked according to perceived value.

Here again, the majority of respondents appears not to know about the programs. With two possible exceptions (items 21 - Franco-Ontarian* Materials and 28 - School Board Finance), very few respondents who are aware of a program rate it as having no value to Ontario education. The degree of implementation within the board, however, is not predictable from the item's perceived value, despite the fact that many respondents appear to be in a position to recommend implementation.

In view of this disparity between perceived value and implementation, perhaps persons in the schools and in the Institute who are familiar with a particular program or material, the ways in which it could be used, and the ways in which information about it has been disseminated, would be in the best position to say whether the dissemination effort and impact of the program can be regarded as adequate or too low.

On the whole, the respondents' recognition of OISE periodicals was more favourable. For this question, they were asked to indicate value to education in the province, degree of use in their system, and value to their system. The results are presented in Table 47. The four items had relatively high recognition indices (low total percentages of "Don't Know" and "No Responses").

---

* It should be kept in mind that the vast majority of those assessing the value of Franco-Ontarian materials in this survey were not associated with Franco-Ontarian schools.

TABLE 45

Value and Degree of Use of OISE General Programs/Strategies

Program/Strategy		Perceived Value (%)	No Value (adj. %)	Don't Know or No Response(%)	Degree of Use (%)
#23	Administrative "In Basket"	52	2	47	33
#24	Early Childhood Programs	36	4	63	19
#22	School Board Administration	32	1	66	17
#20	Special Education Materials	29	5	70	16
#25	Blissymbolic Program	28	5	71	16
#21	Franco-Ontarian Materials	16	16	81	7

TABLE 46

Value and Degree of Use of OISE Implementation Methods and Assistance

Methods and Assistance		Perceived Value (%)	No Value (adj. %)	Don't Know or No Response (%)	Degree of Use (%)
#27	Curriculum Implementation Methods	57	1	42	35
#31	Classroom Volunteer Programs	56	3	42	35
#33	Curriculum Development Assistance	52	5	55	34
#30	Class Size Studies	50	4	48	23
#34	Guidance Implementation Assistance	47	7	50	26
#29	Enrolment Projections	44	6	53	25
#32	Field Centre Evaluation Assistance	42	6	55	28
#26	Administrative Studies	33	4	65	19
#28	School Board Finance	28	10	69	11

TABLE 47

Value and Degree of Use of OISE Publications/Periodicals

		EDUCATION IN ONTARIO				YOUR SYSTEM		
Publication		Perceived Value (%)	No Value (adj. %)	Don't Know or No Response	Degree of Use (%)	Perceived Value (%)	No Value (adj.%)	Don't Know or No Response
#35	Orbit (5 times/year)	73	1	26	65	60	6	36
#36	Evaluation and Measurement Newsletter	63	2	36	55	52	12	41
#38	OISE Materials for Schools	54	2	45	49	45	16	46
#37	Field Development Newsletter	50	3	49	45	42	20	47

The item that received the lowest percentage of non-recognition responses was Orbit, an Institute periodical published five times annually. One free copy of this journal, directed primarily toward teachers, is sent to every elementary and secondary school in the province. Written in a popular and jargon-free style by practitioners, Orbit is intended "for everybody involved in or concerned with education". The fact that 61% of the respondents regarded it as having either "High" or "Moderate" perceived value to education in the province, and that 38% indicated that it had "Widespread" or "Moderate" use in their system indicates that the magazine is widely known and relatively well regarded.

The widespread distribution and perceived value of Orbit recommend its continued use by the Institute as one vehicle for disseminating information about new OISE activities.

The perceived value and degree of use of OISE services is summarized in Table 48. Of the 11 services described, more than half the respondents were familiar with six: Professional Activity Day speakers, consultants, conference leaders, and information services provided by the library (including EISO) and field centres. The extremely low percentage of respondents who felt that these services were of no value (fewer than 6%) indicates the high regard in which the services are held. The fact that these services are being used by a relatively large proportion of the boards reinforces this interpretation.

Increased promotion by the Institute of the remaining services, particularly those highly regarded by the boards familiar with them (Information Services - Research and Development and Consultation - Evaluation Centre), is recommended.

TABLE 48

Value and Degree of Use of OISE Services

Service*		Perceived Value (%)	No Value (adj. %)	Don't Know or No Response (%)	Degree of Use (%)
#50	Professional Activity Day Speakers	67	2	31	50
#49	Consultants for Local Activities	60	2	39	47
#52	Leaders for Conferences	60	4	38	43
#44	Information Services - Field Centres	54	3	44	41
#43	Information Services - Library	50	5	47	32
#42	EISO	48	5	49	29
#51	Organization of P.A. Programs	44	10	51	28
#46	Information Services - R&D	35	7	62	22
#48	Consultation - Evaluation Centre	32	7	66	15
#47	Information Services - Modern Language Centre	23	13	74	15
#45	Information Services - Director's Office	19	18	77	7

* A more detailed outline of these services may be examined in Appendix E, page six of the questionnaire.

OISE Activities: General Impact

Respondents were asked to indicate their perception of the impact of designated OISE activities, using the alternatives "High", "Moderate", "Low", "None" and "Don't Know". The results are given in Table 49 with frequencies of responses stated in each response category. Where an activity was evaluated by a respondent (as opposed to "Don't Know" or "No Response"), percentages have been adjusted to express perceived impact within the evaluative categories. Items have been ranked according to the total (High, Moderate and Low) degree of impact.

Judging by the high proportion of respondents to each item, Institute activities in these broadly-defined areas are well known to directors and other educational administrators and consultants. With greater than 80% (adjusted) of respondents indicating either high or moderate level of impact, OISE is most favourably viewed for its involvement in basic research and graduate education.

The next four items by rank -- teaching materials, evaluation, curriculum development and program development -- are closely related in that all provide materials for implementation at the classroom/school level. With virtually identical numbers of respondents evaluating the impact in these areas, it is interesting to note that greater impact is perceived for the more broadly based materials (curricular, evaluational) than for the more specialized (and narrowly-focused) teaching materials. This perspective may, however, be a reflection of the high proportion of respondents to this questionnaire who do not deal directly with teaching materials. It should also be noted that 43% of respondents who estimated the effect of OISE teaching materials considered them as having little or no impact on education.

TABLE 49

OISE Activities - General Impact

Activity		Level of Impact				
		High	Moderate	Low	None	Don't Know or No Response
1) Basic Research in Education	N	165	240	79	18	108
	adj.%	33	48	16	3	18
11) Graduate Degree Programs	N	154	236	72	11	137
	adj.%	33	50	15	2	22
6) Teaching Materials	N	43	233	180	27	127
	adj.%	9	48	37	6	21
4) Evaluation	N	105	258	96	24	127
	adj.%	22	53	20	5	21
9) Curriculum Development	N	115	245	100	26	124
	adj.%	24	50	21	5	20
3) Program Development	N	62	256	136	23	133
	adj.%	13	54	28	5	22
2) Field Centre Activities	N	94	230	109	24	153
	adj.%	21	50	24	5	25
10) Curriculum Implementation	N	81	213	141	35	140
	adj.%	17	45	30	8	23
7) Research Applied to Specific School Problems	N	67	202	140	37	164
	adj.%	15	45	31	8	27
8) Organization and Administrative Problems	N	48	185	130	50	196
	adj.%	12	45	31	12	32
5) Policy Discussion and Analysis	N	26	141	181	58	203
	adj.%	6	35	45	14	33

Institute impact upon organizational and administrative problems (item 8) and educational policy-making (item 5) was viewed as weak; 43% and 59% (respectively) of respondents reported little or no perceived effect in these areas.

Influence of OISE participation in workshops

Respondents were asked to evaluate the degree of influence that participation by board personnel in OISE - conducted workshops has had in changing organizational, administrative and instructional practice or policy in their system. Using the categories "Very High", "High", "Moderate", "Low" or "None", the respondents perceived the greatest degree of influence in the areas "curricula and instructional approaches" (73% reported Very High, High or Moderate influence), and "evaluation plans or practices (60%). As is evident in Table 50, there was a higher recognition index for these workshops than for many of the OISE activities described in the first two questions. In most cases, 55% to 60% of the respondents were able to evaluate the influence on their system of a given workshop.

Since workshops are typically goal-oriented and cost-efficient, they should perhaps be employed more frequently by boards and by the Institute to introduce new OISE activities to those for whom they have been developed. Here too, as in the preceding question, less influence is perceived in areas of administrative organization and policy-making than in those directly related to teaching. The Institute's credibility in the former areas would appear to require strengthening.

OISE staff: Use by the school system

Provincial boards of education frequently call upon OISE staff to fulfill a specific need. Respondents were asked to comment upon the usefulness of two such services: evaluation of some organizational or

TABLE 50

Perceived Influence of OISE Participation in Workshops

		DEGREE OF INFLUENCE			
Workshop Focus		Moderate to* Very High	Low or None		Don't Know or No Response (%)
7) Curricula and Instructional Approaches	N	302	109	N	199
	adj.%	73	27	%	33
5) Evaluation Plans or Practices	N	252	115	N	243
	adj.%	69	31	%	40
6) Analysis of Current Educational Issues	N	244	121	N	245
	adj.%	67	33	%	40
1) Supervisory Practices	N	234	119	N	257
	adj.%	66	34	%	42
3) Organizational Structures	N	181	154	N	275
	adj.%	54	46	%	45
4) Policy Development	N	151	174	N	285
	adj.%	46	54	%	46
2) Trustee-Administrator Relationships	N	133	180	N	297
	adj.%	42	58	%	49

* Summation of Response Categories, Very High, High and Moderate.

program aspect in practice, and consultation. Responses are presented in Table 51 with both frequency of use and perceived usefulness of the service indicated. Once again, where the OISE service is recognized and used, respondents perceive a high degree of usefulness.

TABLE 51

Frequency of Use and Perceived Usefulness of Special OISE Services

Service		USE Yes	Don't Know or No Response		PERCEIVED USEFULNESS* Very	Moderate	Little
1. Evaluation of an organizational or program aspect in practice.	N	233	299	N	153	9	29
	%	38	49	%	80	5	15
2. Consultation with OISE staff on board-related matter	N	307	260	N	201	9	23
	%	50	42	%	86	4	10

* Adjusted to exclude those who indicated "Don't Know" or did not respond.

Opinions regarding OISE's future activities

The following general question was asked: "Would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?" Respondents replied as follows: Increase - N = 207 (34%); Maintain - N = 271 (44%); Decrease - N = 32 (5%).

Respondents were then asked to identify, from a list, those activities which they felt should receive increased emphasis from OISE. The alternatives are shown in Table 52 ranked according to percentage of respondents who indicated that they merited increased attention.

It is interesting to compare the responses to this question by directors and administrative personnel, those by project participants

(Table 25, page 99) and by conference/workshop participants (Table 41, page 115). The first two activities listed here were the most highly-ranked by both other groups. This consensus could be construed as a strong mandate by the province's educators for OISE involvement in professional in-service education and applied research. At the other extreme, considerably less encouragement is given to OISE to increase emphasis in either personnel evaluation and adult/continuing education These activities received the lowest percentage of endorsement by all three groups of respondents.

TABLE 52

Number and Percentage of Respondents Recommending Increased Emphasis by OISE in a Given Area

Area	N	%
Work in professional in-service education	373	61
Research in practical problems affecting schools	357	59
Basic research in learning and instruction	355	58
Production of curriculum materials and methods	335	55
Direct help to school systems and teachers with specific problems	324	53
Help with student evaluation	305	50
Help with program implementation	301	49
Analysis of important and provincial educational policy issues	282	46
Help with personnel evaluation	258	42
Work in adult or continuing education	233	38

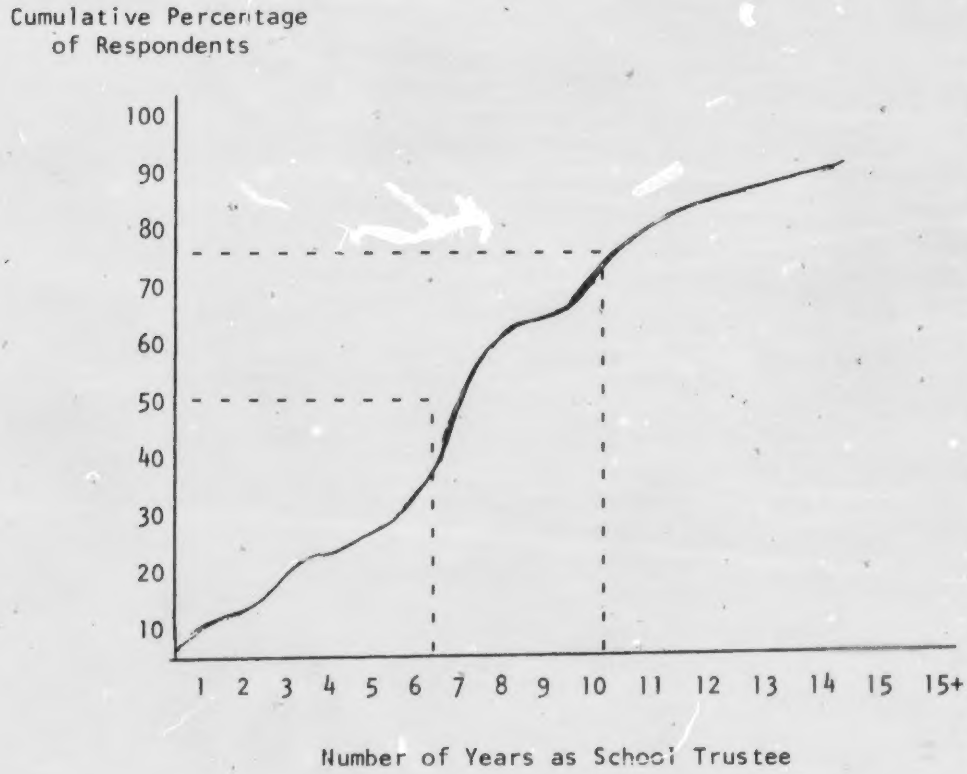
Trustees' Perceptions of OISE and its Impact

Characteristics of respondents

Questionnaires for school trustees were included in the package forwarded to 195 directors of education for school boards across the province. It was recommended that these questionnaires be given to 5 to 10 trustees who had had several years' experience on the board. Completed questionnaires were received from 88 trustees, about 50% of whom had served more than six years, and 25% more than ten years (Figure 3).

FIGURE 3

Cumulative Frequency of the Number of Years Served
as a School Trustee by the Respondents



Respondents represented all six regions of Ontario, though half (49%) were from central Ontario (Table 53).

TABLE 53

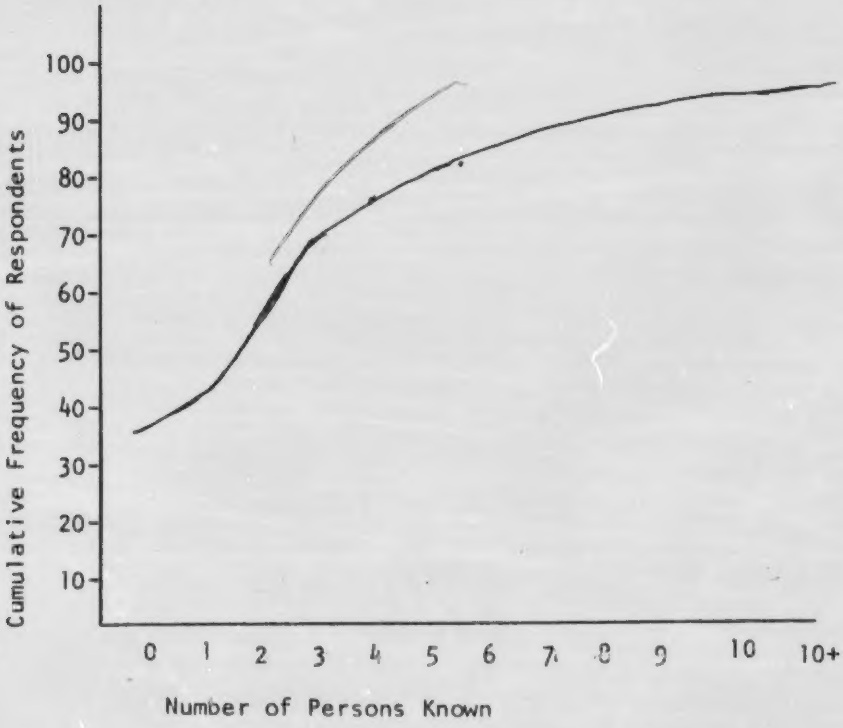
Region of Respondent

Region	N	%
Central	43	49
Eastern	14	16
Midnorthern	5	6
Northeastern	8	9
Northwestern	6	7
Western	12	14
N	88	

As an indication of their familiarity with the Institute, trustees were asked to give the names of OISE personnel whom they knew or knew about. Half the respondents could offer only two names, and some 10% knew five or more (Figure 4). This result is in sharp contrast to project participants; half of them knew more than five OISE staff members and 20% could name 10 or more (Figure 1). The trustees' relatively poor knowledge of OISE personnel might be considered indicative of their familiarity with the Institute and its activities.

FIGURE 4

Cumulative Frequency of the Number of OISE Personnel
Known to the Trustees



Assessment of OISE Influence

Trustees were asked to give their perception of the degree of influence of OISE workshops upon their board's organizational, administrative and instructional practices or policies. As Table 54 reveals, between 42 and 53% of the trustees failed to respond to each item. Since the question assumed attendance at OISE-sponsored workshops, it might be concluded that only half the respondents had participated in them. Alternately, one might infer that trustees were unable to assess the influence of such workshops on board practice or policy.

Table 54 presents the respondents' perceptions of the extent of OISE influence in each area. (Note: The percent in the "No Response" column indicates the percentage of total respondents who did not answer the item. The remaining percentages are adjusted to indicate the evaluative responses across the five categories. Thus, the adjusted percentages total 100 across categories "Very High" to "None".)

Greatest degrees of perceived influence were in the areas "curricula and instructional approaches" and "analysis of current educational issues", with 54% and 53% respectively reporting "Very High" or "High" influence. In the area "trustee-administrator relationships", 66% of the respondents perceived "Moderate" through "Very High" influence, but 16% perceived no influence. Least influence was perceived on "organizational structures" and "supervisory practices", with only 26% and 23% respectively in the "Very High" and "High" categories.

TABLE 54

Perceived Influence of OISE Workshops

Workshop Focus		Degree of Influence					
		Very High	High	Moderate	Low	None	No Response (%)
Curricula and Instructional Approaches	adj.%	14	40	26	16	5	42
Analysis of Current Educational Issues	adj.%	17	36	21	17	10	48
Trustee-Administrator Relationships	adj.%	13	14	39	18	16	44
Evaluation Plans or Practices	adj.%	13	36	17	21	12	48
Policy Development	adj.%	6	21	33	25	15	48
Organizational Structures	adj.%	14	12	42	18	16	50
Supervisory Practice	adj.%	4	19	38	19	17	53

OISE's role in evaluation and consultation

Asked whether the board to which the trustee belonged had used OISE staff to evaluate "some organizational or program aspect in practice", 43% responded "yes", 19% said "no", 34% did not know, and 3% did not respond. In the majority of cases (77%), this assistance was perceived as being "very" useful to the board. The great majority of boards had taken advantage of OISE staff as consultants: 44% answered "yes" and 14% "no". Thirty-eight percent "did not know", and 5% did not respond (Table 55).

TABLE 55

Frequency of Use and Perceived Usefulness of Special OISE Services

	FREQUENCY OF USE			PERCEIVED USEFULNESS			
Service	Yes	No	Don't Know No Response	Very	Average	Some	No Response
Evaluation of an organizational or program aspect in practice	N 38	17	33	N 30	5	4	
	% 43	19	37	adj.% 77	13	10	56%
Consultation with OISE staff on board-related matter	N 39	12	37		N/A		
	% 44	14	43		N/A		

Impact of OISE on Education in Ontario

Trustees were asked to assess the overall impact of OISE on education in Ontario in the areas listed in Table 56. Frequency of responding to this question was considerably higher than that dealing with workshop-related influences; 60% to 83% of the respondents gave an evaluation in each category. The impact of basic research in education was rated as the most important of the activities by far. "High" or "Moderate" ratings were awarded to this item by 91% of the respondents (adjusted to include only those who responded to it). "Curriculum development", "program development", "Field Centre activities" and "evaluation" were also very influential, earning "High" or "Moderate" ratings from 81%, 77%, 67% and 64% of respondents, respectively. Lowest degree of impact was perceived in the areas "curriculum implementation" (53%), "administrative problems" (55%) and "policy analysis" (55%), though these ratings, too, are generally favourable. The figures in Table 56 appear to indicate that the trustees perceive OISE as quite influential in Ontario education . Worthy of note is the trustees' high regard for basic research, which probably exerts a less immediate impact on education than the more practical activities.

TABLE 56

Perceived Impact of OISE Activities on Education in Ontario

		Degree of Impact				
Activity		High	Moderate	Low	None	No Response (%)
Basic Research in Education	adj.%	49	42	7	1	17
Program Development	adj.%	21	56	21	3	27
Teaching Materials	adj.%	23	38	38	1	31
Evaluation	adj.%	31	33	30	3	30
Curriculum Development	adj.%	33	48	15	3	34
Research Applied to Specific Problems	adj.%	37	24	31	10	32
Policy Analysis	adj.%	23	32	30	13	31
Curriculum Implementation	adj.%	11	42	40	8	38
Administrative Problems	adj.%	23	32	34	12	35
Field Centre Activities	adj.%	30	37	25	10	40

Future OISE Priorities

The trustees were asked to respond to the following open-ended question: "What educational problem area....should be given greatest priority in directing the field and research and development programs of OISE in the future?" Approximately half of the trustees responded. About 45% of their recommended focal areas could be classified in terms of the categories used for project and workshop participants. Twelve (11.4%) respondents felt that "evaluation" should be given a high priority, and 9 (8.6%) and 6 (5.7%) suggested "curriculum development" and "teaching force", respectively. Other areas mentioned were "special education" (N=5); "second language education" (N=3); "adult education", "in-service and professional development", "student motivation", and "research on learning process" (N=1 each).

The majority of trustee responses, however, showed little correspondence between their priorities and those of other groups. Some definite areas of interest are apparent, although these cannot always be classified distinctly. Ten respondents (9.5%) indicated concern with secondary education, most of them in respect to the organization or goals of the secondary school; for example, "Re-evaluating the secondary school program for properly equipping the four-year student to meet the demands of the work force..." Eleven respondents (10.4%) discussed some aspect of school finance; for example, "funding of education", "rising costs and declining enrolments", and "assistance to boards in establishing ...financial priorities". Twelve respondents advocated either apprenticeship programs or on-the-job preparation as an objective of schools. Several trustees also expressed a concern about declining enrolments, and about teacher/student morale in the present adversary system of teacher negotiations.

In summary, the respondents who were familiar with OISE activities and services regarded them quite favorably. But a considerable number failed to respond to many of the questions, suggesting a potential area for increased communication efforts by the Institute. Since the trustees represent the Ontario taxpayer in our educational bureaucracy, it behooves OISE to keep them informed of Institute activities and accomplishments. As noted by two trustee respondents:

> "OISE and the staff working there do not seem to be active in Board Committee work or in making presentations to trustee groups."

> "Publications should be written for trustees who need educating in their responsibilities to learn of developments in the world of education."

D. ANALYSIS OF OPEN-ENDED QUESTIONS: EXACTLY WHAT DID THEY SAY?

The first two sections provide analyses of responses to an optional and totally unstructured question. Certainly these responses constituted one of the most interesting and gratifying data sources available to the Task Force and, quite frankly, the extensive sets of examplars for each category are provided as an indulgence, to convey the flavour of these highly personal communications.

Fascinating and persuasive as the quotations are, there are stringent limitations on the data dealt with in these two sections. Two caveats should be kept in mind: (1) the question itself was completely unstructured, the category systems were imposed by raters after examination of the entire collection of responses; (2) classification was based on the apparent intention of each statement, but many responses were fragmentary in form or syntactically incomplete, hence "intention" sometimes had to be inferred.

Analysis of Evaluative Statements

Participants in studies, projects, conferences and workshops, and those who received the "School Board Package" were all asked: "Are there any other comments you would like to make on OISE's research and field activities?" Five hundred and 25 respondents made some reply. Their comments were classified independently by two raters; items on which their initial classifications differed were assigned to categories on the basis of discussion and mutual agreement as to the intent of the comment. This method, rather than reference to a third rater, was employed because of differences

TABLE 57

Analysis of Evaluative Statements

Category of Statement	Number of Respondents*	Percentage of Respondents
1. Positive comment, unqualified - General	112	21.33
2. Positive comment, unqualified - Re function	70	13.33
3. Positive comment, unqualified - Re project	33	6.29
4. Positive comment, unqualified - Re person(s)	29	5.52
5. Negative comment, unqualified - General	32	6.10
6. Negative comment, unqualified - Re function	45	8.57
7. Negative comment, unqualified - Re project	3	.57
8. Negative comment, unqualified - Re person(s)	1	.19
9. Positive comment, qualified - General	19	3.62
10. Positive comment, qualified - Re function	12	2.29
11. Positive comment, qualified - Re project	1	.19
12. Positive comment, qualified - Re person(s)	1	.19
13. Negative comment, qualified - General	9	1.71
14. Negative comment, qualified - Re function	6	1.14
15. Negative comment, qualified - Re project	1	.19
16. Negative comment, qualified - Re person(s)	0	0
17. Apparently positive, but could not be categorized by rater	6	1.14
18. Apparently negative, but could not be categorized by rater	27	5.14
19. No positive/negative judgment made	78	14.86
20. Unclassifiable on this dimension	40	7.62
21. French (unclassified)	20	3.81

* Statements by any respondent could fall into more than one category.

in comprehension due to the incomplete statements and syntactic ambiguity of the comments. Results of this exercise are shown in Table 57. The same data is re-presented in Tables 58, 59, 60 and 61 to emphasize patterns of positive and negative response to particular aspects of Institute activity. The 21 categories are defined in the following paragraphs, and exemplars of each are given.

About 70% of the comments were positive and some 30% negative. Among the 525 respondents, about 50% made positive comments whereas some 20% commented negatively on OISE's research and development activities. The positive statements were more frequently of a general or sweeping nature whereas the negative ones more often referred to specific functions.

Dominant among the positive statements were the ones that referred to the work with OISE staff as stimulating and enjoyable.

Furthermore, favourable statements were made on OISE contributions to curricular changes and innovative teaching strategies. The Institute was seen as providing educational leaderships not only in Ontario but in Canada as a whole.

TABLE 58

Positive Evaluative Statements

NUMBERS

	General	Function	Project	Person	Sum
Unqualified	112	70	33	29	244
Qualified	19	12	1	1	33
Sum	131	82	34	30	277

TABLE 59

Negative Evaluative Statements

	NUMBERS				
	General	Function	Project	Person	Sum
Unqualified	32	45	3	1	81
Qualified	9	6	1	0	16
Sum	41	51	4	1	97

TABLE 60

Summary of Evaluative Statements

	Positive Comments	Negative Comments	Total Evaluative Comments
Number	277 (+6 apparently positive) = 283	97 (+27 apparently negative) = 124	407
Percentage of Evaluative Comments	69.53	30.47	100

TABLE 61

Evaluative Statements - By Category

		General	Function	Project	Person	Total
Positive	Number	131	82	34	30	277
	Percentage of Total Positive	47.29	29.60	12.27	10.83	100
Negative	Number	41	51	4	1	97
	Percentage of Total Negative	42.27	52.58	4.12	1.03	100

1. Positive comment, unqualified - General

These were favorable comments, to which no limitation was attached, which might or might not specify that they were about "OISE" (not otherwise defined) or about the overall functioning of the Institute. It was not assumed by the raters that a "positive comment, unqualified - general" implied blanket approval of every aspect of operation.

418 Increase your excellent efforts

645 --always been an approachable, receptive and responsive resource -- will continue to be first choice when looking for resources. Thanks

3371 I have found that OISE has been a tremendous assistance to me personally & the systems I have worked in.

3201 OISE is needed in Ontario: critical to the growth of curriculum innovation and implementation skills: source of inspiration and critical review: source of new ideas and support.

2. Positive comment, unqualified - Re function

These were favorable comments, to which no exception or limitation was attached, about a particular operation by OISE, e.g., "research", "field development", "the Modern Language Centre", "curriculum development".

810 The Modern Language Centre has made a major contribution in Canada, the U.S. and Europe, to our knowledge and understanding of programs and processes related to second language learning, bilingual education and related issues. OISE should commend and foster the work of this group to the fullest possible extent.

549 Field activities have been instrumental in helping Boards of Education (specifically those without research staff and extensive support staff) modify curriculum development, curriculum implementation and curriculum evaluation modes. As well, Field Staff have made major contributions to the development of learning theory in a practical, useable sense.

431 Especially in the area of English, OISE has been very helpful to our school. I have felt free to call Peter Evans, and have immediately received a very positive response.

3. Positive comment, unqualified - Re project

These were favorable comments, to which no exception or limitation was attached, about a specific OISE project.

680 The OISE modules have been a fantastic source of enrichment for French classes. Last summer I gave a seminar in the Honour Specialist Course at FEUT on enrichment using them and found teachers from other areas (particularly Toronto) were not familiar with them, but were certainly enthusiastic.

842 As a member of the educational community in Manitoba I wish to express my gratitude for the great assistance we received in our pilot project in CAI (Computer Assisted Instruction). I only wish OISE would more forcefully promote progressive

ideas like that to a backward province like ours. Thank you.

3250 I have found that my personal experience with OISE in the parent volunteer programme was a very positive influence on my teaching methodology. Any time I have called on OISE for help (obtaining reference materials, arranging to see other programmes in progress) they have responded quickly and positively.

4. Positive comment, unqualified - Re person

These were favourable comments, to which no exception or limitation was attached, about specific members of OISE staff.

761 Dr. M. Garber should be given a great deal of credit as he has brought to the school system more than a program in the schools. He has gone beyond this by recognizing the fact that parents need help, that home and school are here to benefit the child. I hope this program continues and expands to all the schools of the retarded. I have seen results and parents have seen results.

540 Mark Holmes's newsletters are excellent. Floyd Robinson has had more positive influence on children's learning than any single administrator, teacher or researcher -- he's worth his weight in gold (at 1980 prices!)

637 I should like particularly to mention the work of David Sterne in all aspects of French education, not only for his competence and concern which has assisted appreciably in the improvement of second language education in the Canadian community as a whole, but also for his excellent and sympathetic advice, given generously whenever requested, which has substantially contributed to improvement of French education in this province. (Newfoundland and Labrador).

704 I appreciate particularly the efforts of Anne Keeton and Enid Gosson. Their work dedication and contribution to the projects at this school have been excellent.

5. Negative comment, unqualified - General

These were unfavorable comments, with no articulated exception or limitation, which might or might not specify what they were "about" but were assumed to concern "OISE" (otherwise undefined) or the overall function of the Institute.

876 Should be absorbed by Ministry of Ed.

3082 Too abstract. Too expensive.

3582 Most things I have seen from OISE have been too far from classroom realities for them to have been accessible to me. I have purchased a number of OISE publications and have not been able to get anything from them. I am also a member of the OAIP Chemistry Advisory Committee, and once sat through a long presentation by an OISE staffer on "calibration of items". This was incomprehensible to our group, which includes teachers, Ministry personnel, and University professors in Education in Chemistry. Impact is often negative.

3049 The results of this survey I hope will dictate OISE future. It is still looked upon as an ivory tower white elephant.

3332 I find them of minimal value.

6. Negative comment, unqualified - Re function

These were unfavorable comments, with no articulated exception or limitation, about a particular operation by OISE, E.G., "research", "field development", "the Modern Language Centre", "curriculum development".

604 The results, papers, reports and other publications are not made available and public enough to people like myself.

587 The present emphasis in curriculum development involves trying to get teachers to produce innovations in curriculum. OISE personnel should involve themselves fulltime in producing curriculum innovations. Teachers should be involved in testing and criticizing curriculum innovations.

646 The Institute obviously needs more field service officers.

3411 OISE should concentrate on research and stay away from field work. Most school boards are quite of (sic) handling field problems.

832 I am more impressed with the field activities than I am with some of the research activities because the field activities have generally been helpful and positive results can be seen. Some of the research or requests for help in providing data for it seems to be in aid of advancing the career of the researcher.

7. Negative comment, unqualified - Re project

These were unfavorable comments, with no articulated exception or limitation, about specific OISE projects.

767 Women's Resource Centre should have a larger space to inhabit - much too crowded.

787 I really question the validity of the methods used in "Researching" mastery learning in S.L.H.S. History has now demonstrated that in the long run it was a bad experience for us. I doubt if we will be involved in another one.

8. Negative comment, unqualified - Re person

Only one such comment was received and it is difficult to determine whether the criticism is directed toward persons or procedures.

647 I would have liked to meet with Dr. Churchill & Mr. Gaudino following their report on French language unit (costs) to get more in-depth information as to his findings pertaining especially to our Board.

9. Positive comment, qualified - General

These were favorable but qualified statements. They include "you are improving" comments and indications that valued services are too thinly spread, geographically inaccessible (to the respondent), or insufficiently publicized.

3254 Research and field activities are an important resource for the Ontario educational system. Better ways will have to be devised for sharing these resources with the education community.

830 The establishing of "Director's Priorities" on Major Thrusts is a major improvement over the former perception of "do your own thing" research.

794 My contact with O.I.S.E. (and especially Brison's C.I.P.) was so personally and professionally awarding (sic) that it is hard for me to give my objective analysis. It must, however, be acknowledged that in my present role as English Teacher (for the last 3 years) O.I.S.E. has had no relevance whatever.

3699 [illegible] was unaware of many of the activities in which OISE is [illegible]volved hence perceived value for many is none. Where awareness does exist, impact is usually significant.

10. Positive comment, qualified - Re function

These were favorable but qualified comments concerning a particular operation such as "research", "field development", "the Modern Language Centre", "curriculum development". Raters included in this category statements of perceived improvement.

813 OISE's research activities seem to be better known and appreciated than its field activities. Its research output has been impressive and helpful. If OISE spent more time researching practical problems, it would enhance its image and credibility.

750 Paper communication between OISE and schools has been improving.

887 I indicated on page 4 that I believe the OISE does not recognize the importance of the area of Women's Studies in the education system. The Women's Resource Centre certainly has an impact in education in Ontario, but not a great enough impact -- due to limited number of staff and limited funding. I personally think it is ridiculous to judge impact when impact is limited by funding etc., unless this study is looking VERY CAREFULLY at the funding available for each OISE activity.

3351 Ed Admin have some excellent people but no person who has served as a CEO with a Board of Education.

11 & 12. Positive comments, qualified - Re project and person

Only one comment was identified for inclusion in each of these categories.

631 I have been particularly impressed with the efforts of Peter Evans in the area of evaluation of student writing. The weaknesses of this project, chiefly mechanical, resulted from the wide response in the province. The extension of the project into the Secondary Schools with the new control factors should eliminate the previous weaknesses.

13. Negative comment, qualified - General

Most of these statements were strongly negative; the qualifications can probably be assumed to have been added as a courtesy or an expression of the respondent's personal professional interests.

487 I'm appalled at the lack of understanding of what is actually going on in the classroom by people at O.I.S.E. (except the

computer applications group). O.I.S.E. lacks credibility because it's mostly theory and little practice!!

3429 As I see it the big concern is that OISE personnel so frequently do not have actual "front line" experience in the Ontario classrooms for which they are making recommendations. This does not make their work unimportant, it does however make the applications questionable. There is a need to involve "front line" people in the research.

661 Would like to see practical research. Appreciate facilities and people as a backup.

14. Negative comment, qualified - Re function

Of the six comments in this category, three dealt with a need for greater concentration of resources (personnel) at the local level and three with the need for improved "advertising" and "marketing approaches".

3639 OISE needs to mount an effective advertising campaign - to promote what appear to be some valuable resources of which I was largely unaware.

3627 Please move back into the field offices the people like Leithwood. Being confined to Toronto is of little value to vast % of educational organizations in Ontario. The areas, small boards, that need you to help them the most have the least access to your services.

15 & 16. Negative comment, qualified - Re project and person

The only comment assigned to these categories (676) was concerned with "the Written English program ... an excellent idea which was dropped too soon."

Extra-categorical and Unclassified Statements

Apparently positive statements that raters could not incorporate into the predetermined categories ranged from the content free (746: "Try not to hide your light under a bushel!") to highly specific suggestions like the following:

3700 I would like to see some OISE people more involved in the validation or development of Ministry documents. There are many documents that appear without any input from OISE people

> who are internationally respected as leaders in their field. An Ontario document on READING that has not been validated by the likes of Frank Smith is bewildering - to say the least.

Apparently negative statements of this kind were similarly diverse. A majority of these were concerned with increased and more interactive contact between OISE and practicing educators.

474 The more pragmatic the better. A better listening ear, rather than a biased pushing of ideas, will produce a more accepting and willing clientele and an earlier more satisfactory resolution and solution to educational problems.

2456 Sometimes have felt that a research report said what the author though the Ministry of Ed wanted to hear rather than what the research really indicated.

782 I think OISE research and field staff need to go to the school community and become, in some way, part of that community. Credibility and value (to education) would be enhanced if their efforts were seen as being designed to support and assist teachers and professional staff. A distinction between research to advance knowledge, and research to help with immediate real world problems may be helpful to teachers. The time and effort put in to complete this questionnaire was motivated by a concern in closing the gap between educational theory and practice.

756 Unless it is a mutually beneficial situation, a classroom teacher does not want to be involved with an outside agency. Ignoring this can quickly give O.I.S.E. or any group a bad name.

A large number of responses (118) were excluded from this analysis of evaluative statements because (a) no positive/negative evaluation was made, (b) comments were concerned with the graduate studies program, which is outside the purview of the Task Force, (c) comments were concerned with the nature of the questionnaire itself, or (d) the raters were unable to understand the intent of the comment.

Table 57 indicates that twenty French responses were also unclassified. These were excluded because translations were not available prior to the meeting of the Task Force at which this and other analyses were to be considered. Translations of the twenty sets of comments were subsequently provided for the members' information but these have not been incorporated in the tabulation of evaluative statements.

Analysis of Responses by "Areas of Concern" Raised by Respondents

Responses to the question "Are there any other comments..." were analyzed again, this time in terms of specific topics of concern to the respondent. It is important to keep in mind that these topics were initiated by respondents; the question itself was virtually content-free.

"Concern" means here that the respondent expresses a personal perception that something in the Institute's activities is unsatisfactory, which does not necessarily mean that there is something wrong with the Institute as such. It could, for instance, have inadequate resources to do certain things which then leads to failings of one kind or another. Among 601 statements made by the 525 respondents in response to the two questions it was possible to identify 271 statements that expressed concern. These were distributed as shown in Table 62.

A list of eight general "areas of concern" was drawn up by two members of staff, in the manner described earlier. These are defined in subsequent paragraphs and some comment on the content of each category provided. To this list were added "unclassifiable" items and those considered "irrelevant on this dimension".

TABLE 62

Areas of Concern

As Identified by 625 Respondents

	Area	Number of Respondents Mentioning Area	Percentage of Respondents Mentioning Area
1.	Image unsatisfactory	21	4.00
2.	Lack of information about OISE	65	12.38
3.	No follow-up to involvement with OISE activities	8	1.52
4.	In-service assistance (including PD & workshops)	9	1.71
5.	"Wrong" apportionment of resources	29	5.52
6.	Inadequate resources	16	3.05
7.	Direct assistance to schools	21	4.00
8.	Distance from "practice", "practical concerns"	55	10.48
9.	(a) Unclassifiable	20	3.81
	(b) French	20	3.81
10.	Irrelevant	290	55.24
	Additional Areas of Concern Observed During the Analysis		
Q.	Quality control	3	.57
SB.	Needed particularly by small boards	13	2.48
R.	Relationships with (and collaboration with) other institutions	21	4.00
P.	Priorities/research program	10	1.90

1. Image

This category includes statements concerning the image of OISE (which is generally perceived as "bad"), both those that simply say, in effect, "OISE has a bad image", and those suggesting that OISE "do something about its bad image". E.g.,

829 You are taking a lot of flak that I suspect you don't deserve -- but you do at times have a bad image. I would like to see a more positive image and hence a greater input with the Ministry.

813 OISE's research activities seem to be better known and appreciated than its field activities. Its research output has been impressive and helpful. If OISE spent more time researching practical problems, it would enhance its image and credibility.

848 OISE has an image problem -- mainly perceived as a "white elephant". Its image could be improved by increased relevancy of its research and increased involvement directly in the education system and in training teachers and administrators.

Also included are comments noting "low visibility" and suggestions for increasing the visibility of OISE. E.g.,

716 You need a higher profile, more visibility.

2459 Field activities and research directly applicable to field work (i.e., to students and teachers) is not publicized in a manner which gives OISE enough credit for this type of enterprise.

3398 Become more visible -- Publish results -- Stress practical application of research.

Many items in this category are very similar to those classified as "lack of information about OISE" (category #2); choice between the two categories was probably arbitrary in some instances. Possibly the two categories should have been collapsed and redefined, however there appeared to be some utility to Institute administration in attempting to separate them.

2. Lack of Information about OISE

A surprising and otherwise undocumented result of the survey was the frequent comment by respondents to the questionnaire for Directors, Co-ordinators, Consultants, etc. that the 52-item checklist included in that questionnaire had in itself been a source of new (and often unexpected) information about the nature and scope of OISE projects and services. E.g., 3533 This questionnaire created an increased awareness of OISE publications and a concern for the limited utilization of these publications.

3547 Just by filling out this questionnaire I learned useful information re: further uses I might make of OISE.

Items classified as "lack of information" include: (a) statements of personal ignorance or awareness of limited information about OISE. E.g.,

2458 I would like to be made more aware of the current research and field activities as I feel I do not know where to acquire this information.

3096 I'm concerned over my ignorance about OISE services which might be of help to me.

3699 I was unaware of many of the activities in which OISE is involved, hence perceived value for many is none. Where awareness does exist, impact is usually significant.

(b) requests for specific publications or types of report. E.g.,

691 I would like to see more position papers released to boards re: current issues in education,e.g., Mark Holmes' paper entitled "Education in the New Decade" Back to the Basics?".

475 On research: I would like to see wider dissemination of the results of funded small-scale projects, and other projects, including thesis work -- perhaps a bi-yearly newsletter. But a lot of good work just seems to "disappear", unless one really hunts.

850 A clear statement of priorities from OISE might help the public to see the direction in which OISE research is moving and the problems it is examining in its research.

(c) requests for specific information services. E.g.,

738 I recognize the limitations of time and personnel, however, though the Field Centres each Head might do a short presentation annually at Regional Education Council and Regional Curriculum Supt.

3346 Advertise them more. Send information to county Professional Development chairmen and subject consultants. Conduct single day or weekend seminars where several men in a field conduct an in-depth learning experience.

and (d) limited access to information and limited circulation of Institute documents.

3. No Follow-Up to Involvement with OISE Activities

Most of these items took the form of rather plaintive queries from abandoned "subjects", e.g.,

472 Specific instructions to teachers.... A copy of final product given to all who participated. What is done with all the material gathered?

647 I would have liked to meet with Dr. Churchill and Mr. Gaudino following their report on French language units (cost) to get more in-depth information as to his findings pertaining especially to our Board.

Others provided models for "good" follow-up procedures, and one (676) decried lack of follow-up to procedures being developed: "It was an excellent idea which was dropped too soon....".

4. In-Service Assistance

The content of this category is self-defining. The limited number of entries probably results from implicit emphasis on in-service activities in comments categorized under "Image" and "Lack of Information about OISE". This probability is enhanced by the fact that some entries in the present category link the need for in-service assistance with increased acceptability of the Institute. E.g.,

2489 Scientifically conducted research in education is vital since there still is no consensus among educators about the basic problem of how children learn. However research alone isn't enough; OISE must make itself more creditable (sic) in the teacher's work place. This could be achieved through greater contact with working teachers and through offering its expertise for seminars and workshops gratis. OISE should be part of the educational system, not outside it. More aggressive contact with Boards should be made to set up in-service programs for teachers.

5. "Wrong" Use of Resources

Some respondents felt that any investment in the operation of OISE was a wrong use of Provincial resources. E.g., 3363 The activities have limited impact in comparison to the money spent. At present there is much duplication between OISE, Faculty of Education at the University of Toronto, the Ministry of Education and many Boards of Education.

3462 In these times of limited finances although their work is certainly not without value, I feel the money spent for OISE activities could be directed in more needed and practical channels.

But most of the items included in this category were concerned with OISE's allocation of its own resources, i.e., on Institute priorities. E.g.,

597 I would suggest that there be less concentration on studies in education and more concrete materials devised for use, especially with smaller Boards.

883 I would emphasize the importance of research and field activities and would suggest that this increased activity in N.E. region could be in lieu of planned M.Ed. work for such places as Kapuskasing....

3411 OISE should concentrate on research and stay away from field work. Most school boards are quite of (sic) handling field problems.

832 I am more impressed with the field activities than I am with some of the research activities because the field activities have generally been helpful and positive results can be seen....

Unfortunately, as can be seen from the foregoing examples, respondents who volunteered comments in this area shared no consensus as to the "right" allocation of resources by OISE.

6. Inadequate Resources

Here again comments were divided between a minority concerned with overall resources of OISE and a larger number promoting increased investment in some specific agency of activity in the Institute. "They should receive more generous support from Queen's Park" is clearly a comment of the first type. Examples of the second type include the following:

3333 Regional field centres are understaffed and underbudgeted. Either close them or provide the resources to make them effective.

3660 Increase funding and support of Women's Research and Resource Centre.

In some instances it was impossible from the given statements to determine whether the writer was suggesting increased overall resources or realignment of present resources. E.g.,

646 The Institute obviously needs more field service officers.

3617 People at the regional office such as R. Stinson have provided valuable assistance with program problems and in-service training. They are probably asked to do more than manpower will allow.

7. Direct Assistance to Schools

Those analyzing responses were surprised by the relatively small number of items in this category. Again, it seems likely that need or desire for direct assistance to individual schools is contained implicitly in explicit discussions of other topics (e.g., much of the favorable comment on field centre activity generally probably reflects such direct assistance). Within the present category, comments consisted of (a) endorsements of present practices ("Yes! Don't stop! Don't cut back! E.g., it has been difficult for John Davis to manage commitments this year because of a cutback in the Kitchener Field Office" said the most enthusiastic respondent), (b) several restatements of the feeling that OISE has influence at the administrative level but little at the classroom level, (c) and several reiterations of a belief that OISE "ought to" make special efforts to provide services to small boards because of the latter's lack of internal resources.

8. Distance from "Practice", "Practical Concerns"

Predictably, the items in this category tend to be negative in tone. E.g.,

451 It is time OISE came out with specific curricular (instructional) packages and gave up the overblown, meta theoretical, fuzzy route to highbrow philosophisation.

Perhaps also predictably, they tend to lack definition of what practical concerns should engage OISE attention. E.g.,

661 Would like to see practical research. Appreciate facilities and people as a backup.

3672 Yes, OISE would benefit greatly by directing the majority of its research activities toward the resolution of current, real, field problems.

But some specific suggestions were tendered by groups of respondents:

(a) OISE staff should be physically present and participate in day-to-day activities of "real" classrooms; (b) local staff (teachers, consultants, "CEOs") should be involved in the conduct of OISE studies and development projects; (c) theory is valuable to practitioners, in the opinion of several respondents, only when it is transformed into "concrete methodology"; (d) many respondents noted the need for improved communication between OISE and teachers, sometimes in general, sometimes specifically with reference to the language of reports and publications; (e) application of theory and research findings was the most frequently voiced request -- but again it was difficult in some instances to know what was meant by "application".

9. Unclassifiable Items

The sixteen items in this category were considered unclassifiable because they deal exclusively with the OISE graduate program, because they were concerned with subjects specific only to the writer ("As a junior high school, we stop at Grade 10. The information we receive (from OISE) in June on Gr. 10 has to be passed on to another school - we can't make use of it. However we can for students going from 9 to 10") or because they were incomprehensible to raters.

10. Irrelevant on This Dimension

To be included in this category, an item consisted of nothing but an evaluative statement about OISE as a whole, some OISE function or some member(s) of OISE staff. These evaluative statements have been analyzed separately.

Sub-Categories

The ten categories listed above seemed to us to provide adequate separability for the topical comments of respondents. An additional four sub-categories were identified in a third analysis. These categories cut across those used in the preceding analysis. They are not added to the original ten because they are concerns that were always voiced in conjunction with some other problem, question or OISE activity (e.g., "X activity is especially valuable to small boards which have limited local resources") would be classified under "Needed particularly by small boards" in this analysis, but would have been classified previously under a topic related to "X activity" in the second analysis". Very few comments are contained in some of these categories; we note them because -- while they do not constitute a significant proportion of responses -- they respresent recurrent concerns likely to provide guidance to OISE decision makers in planning future objectives. Exemplars of each category are provided below.

Q. Quality Control

830 ...Above all, the quality of research projects must be maintained by appropriate checks and balances or credibility will be low

648 Many of the projects should be extended beyond the usual 2 yr. period. More evaluation

560 ...The solution lies, I believe, in monitoring the quality of individuals and work done and retaining the excellent and phasing out the less-than-excellent. If this means evaluation of the staff, it may be difficult; however, necessary to guarantee the top quality of all OISE personnel.

S: Smaller Boards

2471 Perhaps greater emphasis could be given to small boards (10,000 or less) as they have the least resources.

695 We need continuing research and development in education. The central and field activities of OISE certainly help us in small counties who have no such facilities.

597 I would suggest that there be less concentration on studies in Education and more concrete materials devised for use especially with smaller Boards.

620 I see OISE's work as appropriate and relevant. I would like to see the Institute maintained at its current level. It is an important resource to smaller jurisdictions which cannot maintain "in house" staff.

R: Relationships/Co-operation with Other Organizations and Institutions

2455 I'm sorry to learn about the reduction in research funds. However, much can be done on a consultative basis. Maybe some joint projects could be done with college staffs.

889 The OISE should be co-ordinating projects involving: (a) a high level of instructional technology and (b) high capital costs. They should be encouraging joint participation by a number of institutions in order to: (a) ensure a wider range of applicability of the product, and (b) ensure a high quality product, and (c) decrease the capital cost per institution.

440 Yes, rejoin, put back together, or whatever you want to call it, OISE and FEUT. The most important task ahead is in-service education and it is a major blot on Ontario education that teacher education is broken by this stupid division. No other university has done so stupid a thing.

3030 The relationship of OISE with the Ministry should be closer if OISE is to have a major provincial impact, other than its current effect of reacting to Ministry directions and constraints.

486 Impact of OISE work seems to have little or not effect on Department (sic) of Education. Major decisions determined by $.

876 Should be absorbed by Ministry of Ed.

543 ...I believe it is irresponsible for the Ministry of Ed. to make radical changes in curriculum guidelines without strong representations from OISE on Co-ordinating Committees.

P. Concern with Clear Priorities/Research Program

3491 I would regret very much to see OISE's activities in (Research and Development and Field Development) curtailed or discontinued. Perhaps if there is a change it should be one that streamlines the operation into the areas it does best.

3481 Concentrate its efforts in particular areas on which it can be (illegible word) up or to provide the best available -- instead of jumping on every project that brings attention to OISE or individuals within OISE.

3320 OISE should select annually three top priority areas requiring research in education in Ontario and assign the human and financial resources to complete such research. The research must include specific recommendations for action by the Ministry or local boards.

850 A clear statement of priorities from OISE might help the public to see the direction in which OISE research is moving and the problems it is examining in its research.

Suggestions about Changing Priorities

Participants in projects and workshops and respondents to all "School Board Package" questionnaires _except_ that for trustees * provided 960 responses to the question "What educational problem

---

* Responses to the trustee questionnaire have been analyzed separately and are presented in Table 65.

area should be given greatest priority in directing field development and research and development programs at OISE in the future?" Of these, 436 were substantive suggestions which were categorized under twelve headings in Table 63. These suggestions provide some leads as to what changes in OISE priorities educators in Ontario would like to see.

By far the most frequent suggestion was greater emphasis on evaluation of students, teachers, and programs. These suggestions accounted for 16.5% of the responses. Several respondents thought that OISE should, above all, address itself to the task of assessing demonstrable growth in students. There were concrete suggestions on construction of standardized tests of fluency in French in order to assess progress in French immersion schools. Others suggested that OISE should develop an item bank which could provide material for instruments to measure how well objectives developed by a school system had been achieved. The Institute should undertake the task of establishing provincial standards in measuring achievements in English and mathematics. Some pointed out how important teacher evaluation was at a time of declining enrolment and reduced need for teaching staff. It was felt that criteria for program evaluation need to be developed.

The next category in terms of frequency was special education, with 7.9% of the respondents. The need for research pertaining to both the gifted and the mentally retarded was emphasized.

As pointed out above, the criticisms and concerns expressed had mainly to do with the communication problem between researchers and educators in the field. It was not just that what the Institute

TABLE 63

Responses by Topic to Question "What Educational Problem Area...
Should Be Given Greatest Priority in Directing...
Programs at OISE in the Future?"

		N	Number	%
1.	Evaluation		158	16.5
	(a) Student	45		
	(b) Teacher	29		
	(c) Program	37		
	(d) Other	47		
2.	Adult Education		41	4.3
3.	Instructional Technology		18	1.9
4.	Special Education		76	7.9
	(a) Early Identification	15		
	(b) Gifted	13		
	(c) Other	48		
5.	Teaching Force		45	4.7
6.	In-Service & Professional Development		33	3.4
7.	Second Language Education		39	4.1
8.	Curriculum Development		68	7.2
9.	Affective & Attitudinal Education		16	1.7
10.	Student Motivation		10	1.0
11.	Research on Learning Process		19	2.0
12.	Futures & Alternatives		13	1.4
13.	Unclassifiable		355	37.0
14.	Unanalyzed		69	7.2
	(a) French	58		
	(b) Other	11		
TOTALS			960	100.2

did should be "practical" and "relevant"; there should also be established a give-and-take relationship between researchers and teachers in the field. Areas of research and development that the respondents would like to see expanded were evaluation, special education and curriculum development -- all of which already have strong emphasis in the Institute's program of research and development.

Of the 355 responses (37%) identified as "Unclassifiable", 53 actually concerned themselves with "implementation" in some form and included that word. "Implementation" was not used as a major category, however, because it was quite clear that (a) many different things were meant by various references to implementation -- e.g., implementation of OISE curriculum, implementation of curriculum generally, implementation of Ministry guidelines, implementation of methodological innovations, etc., and (b) in some instances the writer gave no indication of what was to be implemented.

An additional 49 "Unclassifiable" responses can be subsumed under the following clusters:

Job Market/Vocational Concerns	11
Needs of the General Level (i.e., non-academic secondary) Student	12
Early Childhood Education	5
Research on Students (other than learning processes)	21

The 58 French-language responses were subsequently translated and provided to the Task Force but they have not been included in this tabulation or that shown in Table 64. No one capable of reading the French responses was available at the time the initial categorization was carried out.

Table 64 indicates the effect of professional position on response. The reader will note that this table includes a set of

TABLE 64

Responses by Topical Category and Position of Respondent to Question "What Educational Problem Area... Should Be Given Greatest Priority in Directing... Programs at OISE in the Future?"

Response Category		Position of Respondent No Response	Teacher, Dept Head	Princ Vice-Pr	Consult Superin	Trustee	Coll & Univ Teach & Admins	Profes-sional	Other	Total
	n	81	178	136	339	24	110	81	10	960
Evaluatn 1(a)	n %	1 1.2	6 3.4	7 5.1	24 7.1	3 12.5	2 1.8	2 2.5	0	45
1(b)	n %	1 1.2	3 1.7	5 3.7	12 3.5	3 12.5	1 0.9	4 4.9	0	29
1(c)	n	1 1.2	2 1.1	8 5.9	19 5.7	3 12.5	2 1.8	1 1.2	1 10.0	37
1(d)	n %	1 1.2	8 4.5	10 7.4	19 5.7	1 4.2	3 2.7	5 6.2	0	47
Adult Educatn	n %	3 3.7	9 5.1	0	2 0.6	1 4.2	19 17.3	6 7.4	1 10.0	41
Instrcnl Technlgy	n %	1 1.2	4 2.2	1 0.7	7 2.1	0	4 3.6	1 1.2	0	18
Spec Ed Early Identif	n %	0	2 1.1	3 2.2	8 2.4	0	0	2 2.5	0	15
Spec Ed Gifted	n %	2 2.5	2 1.1	4 2.9	3 0.9	0	0	2 2.5	0	13
Spec Ed Other	n %	2 2.5	11 6.2	9 6.6	18 5.3	2 8.3	1 0.9	5 6.2	0	48
Teaching Force	n %	3 3.7	10 5.6	6 4.4	15 4.4	3 12.5	5 4.5	2 2.5	1 10.0	45
In-Service and P.D.	n %	5 6.2	7 3.9	4 2.9	11 3.2	0	4 3.6	2 2.5	0	33
Second Language	n %	3 3.7	9 5.1	2 1.5	13 3.8	3 12.5	6 5.5	3 3.7	0	39
Specific Curric	n %	7 8.6	14 7.9	9 6.6	25 7.4	0	6 5.5	6 7.4	1 10.0	68
Affective Attitudnl	n %	1 1.2	3 1.7	1 0.7	10 2.9	0	1 0.9	0	0	16
Student Motivatn	n %	0	2 1.1	0	3 0.9	0	4 3.6	1 1.2	0	10
Res on Learng Proc	n %	0	4 2.2	3 2.2	6 1.8	0	4 3.6	2 2.5	0	19
Future Alterntvs	n %	2 2.5	3 1.7	2 1.5	3 0.9	0	1 0.9	2 2.5	0	13
Unclass-ifiable	n %	31 38.3	65 36.5	60 44.1	122 36.0	5 20.8	42 38.2	25 30.9	5 50.0	355
Unanalyzd French	n %	16 19.8	12 6.7	2 1.5	18 5.3	0	1 0.9	8 9.9	1 10.0	58
Unanalyzd Other	n	1 1.2	2 1.1	0	1 0.3	0	4 3.6	2 2.5	0	11

Data from questionnaires for project participants, workshop participants, Directors of Education, Coordinators, Consultants, Supervisory Officers and local personnel having experience with OISE activity

TABLE 65

Responses from Trustee Questionnaire Only, by Topical Category,
To Question "What Educational Problem Area...Should Be Given Greatest
Priority in Directing...Programs at OISE in the Future?"

		N	Number	%
1.	Evaluation		12	11.4
	(a) Student	4		
	(b) Teacher	1		
	(c) Program	2		
	(d) Other	5		
2.	Adult Education		1	1.0
3.	Instructional Technology		0	0
4.	Special Education		5	4.8
	(a) Early I.D.	0		
	(b) Gifted	0		
	(c) Other	5		
5.	Teaching Force		6	5.7
6.	In-Service & Professional Development		1	1.0
7.	Second Language		3	2.9
8.	Curriculum Development		9	8.6
9.	Affective & Attitudinal Education		0	0
10.	Student Motivation		1	1.0
11.	Research on Learning Process		1	1.0
12.	Futures & Alternatives		0	0
13.	Unclassifiable		58	55.2
14.	Unanalyzed		8	7.6
	(a) French	6		
	(b) Other	2		
	TOTALS		105	100.2

"trustee" responses; these were trustees who received Questionnaire #1 or #2 by virtue of their participation in some Institute project, workshop or conference, not recipients of the trustee questionnaire.

Responses from those who received the trustee questionnaire were analyzed separately because it was anticipated that there would be considerable difference in the ranking of priorities by trustees. This proved to be the case.

It is clear that all respondents were influenced in their stetement of priority areas by the checklist provided for an earlier question concerning " any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE".

E. THE PRESS COVERAGE OF OISE

This section deals with the collection of press clippings on OISE which is maintained in the Office of the Director. This collection is the most comprehensive available, containing 1,182 separate clippings. These were drawn primarily from The Globe and Mail and from the Toronto Star; both papers have been systematically clipped over the years.

The articles were categorized by the staff of the Director's Office. They were first divided according to type of clipping: news articles, editorials or descriptive articles. These groups of clippings were also classified as (a) making positive statements about the Institute, (b) making negative statements about the Institute, (c) referring to the Institute as an authority on some subject, presumably one related to education, (d) letters to the editor, usually written in response to some news coverage or editorial comment concerning the Institute, and (e) "other", presumably those clippings which could not be assigned to one of the other four categories.

Two examples of clippings assigned to each of these four categories follow:

(a) Positive

(b) Negative

(c) Reference to OISE as an authority

(d) Letters to the Editor

POSITIVE

Parents of retarded taught to cope

Every Tuesday evening Ann Teper drives from her home in Don Mills to spend some time with the mother of a retarded boy in Downsview.

She is part of the Paraprofessional Outreach Program, under which parents of retarded children learn from one another.

"It's really parents teaching parents," says Mary Perry, co-ordinator of the program, who, like other participants, has a retarded child.

Founder and director Malcolm Garber of the Ontario Institute for Studies in Education speaks of the particular sensitivity of those working in the program.

He says people who have been over the same road as those they are trying to help "really care. Being sensitive, they know what to do."

As one of the six workers in the program, Mrs. Teper visits parents of retarded children several times a week. Her trip to Downsview was to offer suggestions to a mother who is toilet-training her 8-year-old son.

"Mostly we help the parents with self-help skills," she says, "so they can teach their children to make them as independent as possible."

Sometimes she encourages an immigrant mother to go out and meet people, visit the local library, or look for sources of help.

Sometimes she drops in to chat with a mother stuck at home because of her child. She says mothers of the retarded badly need baby sitters so they can get out.

She also helps brothers and sisters of the retarded child cope with the feeling that they are ignored by their parents.

Dr. Garber, an associate professor at the Ontario Institute for Studies in Education, says while the program operates out of an OISE office, any community could run one out of someone's house.

The program works with families whose children attend Rotary and W.J. McCordic schools for the retarded. It is financed by the Ontario Ministry of Community and Social Services at a cost of about $80,000 a year. Expenses include Mrs. Perry's $16,000 a year as co-ordinator, and $3,000 for a part-time secretary.

Dr. Garber, a professor of special education at OISE, does not draw an income from the program. Over the year, he figures the paraprofessionals see about 108 families.

"These families are visited once a week and when the necessary training is achieved then the paraprofessional moves on to another family," he says. The para-professionals earn about $5 an hour for their work, plus mileage of 20 cents a mile.

Globe
1979 4 19

"[illegible] lapkin
home

French students better in English

By Teresa Pagnutti

There's a good possibility that the Grade 4 students at Carl A. Nesbitt Public School enrolled in the French immersion program (FIP) are at a higher reading level in English than those Grade four students enrolled in the English program. Improbable though it may sound, the Ontario Institute for Studies in Education (OISE) have done tests in the Carleton/Ottawa region since 1971 that have consistently proven this to be fact.

Bruce Carscadden, principal at Carl Nesbitt says the median of 128 children in Grade 3 French immersion tested for English reading skills, was 3.5. That means at least half the students were reading at a level comparable to an English program student well into his third year - or higher.

Reading is psychological, he says. The FIP students already know how to read and can apply their skill to English. Eighty percent of the phonetic system is transferable from French to English, so students can deduce sound. And, thirdly, he contributed their success to the fact that parents are encouraged to read to FIP students in English from an early age.

Dr. Sharon Lapkin, assistant professor at the OISE's modern language centre in Toronto agrees with Carscadden. "Knowledge of a second language strengthens basic language knowledge," she says. "There is a positive transfer of information."

Kindergarden students at Carl A. Nesbitt Public School's French immersion program: "It could be any second language"

Studies have shown that it may take a while for the FIP student to catch up to and surpass English program students, but they do. OISE matched FIP classes with comparable regular program classes, for results. Reading and writing skills were tested.

In Grades 1, 2 and 3 there were lags in FIP students, particularily in areas like spelling, word knowledge, capitilization and punctuation. By Grade 4, the tests showed no differences of statistical importance between FIP students and the comparable English classes. By Grade 5, any differences that were registered were in favour of the French immersion program. Grade 5's were able to handle vocabulary, punctuation and word usage especially well. In Grade 6, FIP students outshone English students in almost everything.

The study was initiated because of a growing concern that students enrolled in a second language program would be disadvantaged when it came to their native tongue. But, with evidence of its success, the FIP program in Ontario has grown in nine years to include somewhere between 25,000 to 30,000 students.

There are six schools that offer the French immersion program in Sudbury: Alexander, George Vannier, Onaping, R.L. Beattie, Carl A. Nesbitt and Val Caron public schools. The program was begun on an experimental basis in 1973. In the first years, five per cent of all new students with the Sudbury board of education enrolled in the French immersion program. This September, there were 900 children and 22 per cent of all new students entering the school system were part of the French program.

The curriculum follows as closely as possible the English program, says Carscadden. English instruction begins in Grade 3. By Grade 8, the student should be capable of continuing his education in either French or English.

A Grade 8 student graduating from the English program will have some French behind him. English students receive 20 minutes of French instruction per day, which will be increased to 40 minutes per day for Grades 7 and 8 next year. Graduates might be able to pick up bits of information from a newspaper, says Carscadden, but the primary goal is to encourage and interest students to continue French instruction.

The FIP system may be successful but it is not without problems and limitations. OISE studies have indicated that for the most part, FIP students come from middle or upper middle class homes with two cars. Children in Sudbury are bussed to school but parents have expressed hesitation in sending their junior-kindergarten child off to school on a bus.

Teaching materials, such as textbooks are expensive and not so easily available, says Carscadden although that is changing.

Carscadden can't predict how much the immersion program will expand. In other cities, it seems to have levelled off somewhere between 25 and 30 percent of the education system, he says.

Carscadden is a member of a task force formed by the Sudbury Board of Education to study the impact that the immersion program will have at the secondary school level.

- 175 -

POSITIVE

Disposables, by Darcy

Darcy McKeough has a hit list for the Ontario Government. The former Treasurer says that his list does not necessarily include his top priorities for destruction but "ones which I have chosen so as not to ruffle too many feathers among my old friends at Queen's Park." The Government could make large savings, he says, if it abolished the Ontario Economic Council, the Ontario Educational Television Authority, the Ontario Institute for Studies in Education and the Province of Ontario Savings Office.

All it would take to do this, says Mr. McKeough, is guts.

It takes a little more than that. First, it takes the will, and rather an extraordinary kind of will that is capable of abolishing organizations that are chiefly the creations of your own party and your own Government. This is just another of those difficulties that face a Government that has been in power for 36 years: so few of the money-spenders around you can be blamed on somebody else.

Take one of Mr. McKeough's candidates for the block — the Ontario Institute for Studies in Education. Quite a number of voices, including ours, have been calling for years for the striking down of OISE; but it was not a suggestion taken up by Mr. McKeough when he was in the Government.

The kind of abolition he calls for also takes — sad to say — a majority. Memory may have dimmed but it has not entirely obliterated the occasion when Mr. McKeough set out to rectify the problems of medicare by shifting much of its costs — by way of greatly increased premiums — from the shoulders of the Government to the shoulders of the subscribers. He lost because his party did not have a majority in the Legislature.

But this is to quibble.

We are indebted to Mr. McKeough for pronouncing on a truism that few people involved in government affairs care to acknowledge. Now that he is a captain of industry certain constraints are lifted from his tongue. He is able to tell us that politicians are wrong when they blame the public for making inordinate demands on the public treasury: The truth, in fact, is that it is the politicians who create demands, transform them into promises, pay with our money for the allowances and services necessary to meet them, and then berate the public for making run-away demands on the economy.

They've been putting cheese in our traps for years.

Or, as Mr. McKeough put it: "The reality is that the enemy are not the consumers of government services; the real reality is that the enemy in large part is the politician and the bureaucrat."

The Duke of Kent is still useful to have around. Perhaps he will even add to his list of expendables those agencies that *would* ruffle Queen's Park feathers.

Globe & Mail
1979 9 24

OISE 1979

NEGATIVE

Son faced 'mind-poisoning'

Dad asks Scarborough trustees to end questionnaire

By Stan Josey Toronto Star

Rene Dorval, 49, had never made a presentation before any type of public meeting until last night when the French-Canadian postal worker from Timmins told Scarborough Board of Education and a packed gallery that his son's mind was being poisoned at an Agincourt school.

Dorval was objecting to a lengthy questionnaire that has been submitted twice to students at Malvern's Grey Owl Public School and three other schools in the borough.

He claims that questions being asked by a teacher at the school are teaching his son and other children in Grades 5 and 6 to differentiate between races, rather than accept them at face value.

"It's totally against everything I believe in," Dorval said, "I always was taught everyone was equal and I accept people as I see them."

The questionnaire was distributed by Ahmed Ijaz, a teacher at Grey Owl who is on sabbatical leave, completing his doctorate in education at the Ontario Institute for Studies in Education. Ijaz has said the research is necessary for his doctoral thesis.

"They are nothing but brain-washing, mind poisoning questions," Dorval told the trustees.

One of the questions, he claims, asks the children to rate French Canadians and blacks on a scale of 1 to 10, according to appearance.

After the apparently nervous Dorval asked the trustees to put an end to this type of research, he sat down to await the results.

When the trustees moved to another matter on the agenda he stood up to ask what was happening.

Board chairman Patricia Collie explained that Dorval's presentation had been officially "received" and that the board's staff would report on the matter sometime in the future.

Dorval left the meeting furious that the trustees had not dealt with his complaint.

"I was awfully nervous and maybe I didn't say things right," Dorval said later.

He said the problem with the survey is that it makes children aware that there are differences in color and nationality among their school friends.

"I don't think a lot of these kids really pay much attention to the differences so we shouldn't be pointing them out," Dorval said.

Ijaz has said that Dorval was seeing a couple of questions in isolation and not taking an overall perspective on the survey. He admitted that some questions, when taking out of context, could be misconstrued.

The father said last night that he had only leafed through the questionnaire when he was shown it in the office of Grey Owl principal Don Weir, "but these questions sure jumped out at me."

Dorval said there were six or seven questions that asked the children to rate people of various nationalities, according to their appearance and beauty.

"I really question the teacher's motives in doing this sort of thing," he said.

Star
Nov 20/79

REFERENCE TO OISE AS AN AUTHORITY

Teacher strikes cause public dismay

Teachers' strikes are destroying the public's image of education, according to senior educators in Ontario.

Since Bill 100 was enacted in 1975, giving teachers the right to strike, there have been 15 high school teacher walkouts, lasting a total of 454 days and affecting more than 256,000 stidents.

The York County Board of Education yesterday decided to lock out its 1,005 secondary school teachers, charging that they had not lifted their work-to-rule policy after a tentative agreement reached Monday. It left 16,000 students without classes on the second day of school.

And Peel Region's 2,600 elementary teachers have voted to strike if attempts at mediation fail.

"Teachers can't win by striking," says Michael Fullan, chairman of the sociology department of the Ontario Institute for Studies in Education (OISE). "They lose more in public opinion and specific opinions of students than they win.

"Because education is such a sensitive area, and because students are the innocent victims of board-teacher fights, I can't see any way teachers gain. An alternative to teachers' strikes must be developed."

Meanwhile, the education ministry is reviewing Bill 100.

OISE studies have found that 57 per cent of the public and 45 per cent of students say teachers shouldn't be allowed to strike, compared with 30 per cent of the public and 37 per cent of students who say it's okay.

Of greater significance is the negative direction in which people's attitudes turn after they've experienced a strike. A study of 1,200 Metro, Thunder Bay and Central Algoma students after their 1975 teachers' strike ended, found that 20 per cent of them had lost respect for teachers because of it.

"When there is a strike," says Fullan, "the parents and students in the affected community probably respond as follows: Those who are already against their right to strike feel even more intensely about it; some of those who were neutral or uncertain and a small number of those who were supportive, shift to a negative view.

"The long-term effects on the respect for teachers, teachers' feeling that the public doesn't care about or respect them, and all-round demoralization of the climate of education are enormous."

Jack McCarthy, former deputy-minister of education, and a professor of educational finance at OISE, says strikes have long-range financial implications for the whole system.

"Strikes result in teachers getting bad public relations and it makes it difficult to raise money for education," he says. "But if you take away their right to strike, what happens if they walk out anyway? You can't fire the whole group."

Until about a decade ago, negotiations were fairly low-key, loosely worded affairs. Now they lead to highly technical agreements permeating all aspects of the system's operation.

Education Minister Bette Stephenson admits that the contractual agreements between boards and teachers are inhibiting. She says something has to be done — but she's not sure what.

One thing that has been mentioned is province-wide bargaining of teachers' salaries.

"That would be such a drastic modification and I'm not sure it's at all possible," she said. "It's been suggested from a number of sources that more unified bargaining is a reasonable route to follow. We'll look into it, but I'm not sure we'll follow it."

John Fraser, director of the Peel Board of Education, says sometting has to be done soon because teachers' strikes don't really settle anything — too frequently issues are resolved by a third party and the real issues get shunted aside to expedite settlement.

"A permanent tribunal could be established to provide direction and settle arguments, with appropriate appeal procedures to challenge the findings of the tribunal."

Fraser believes a permanent third-body that could devote all its time to negotiations is needed so that teachers, administrators and trustees can get on with the business of education.

"Nothing has discredited the school system more ... in the eyes of the public, than the notoriety surrounding salary negotiations. The rules of collective bargaining have to be changed.

"I don't believe in strikes in the public sector."

Lloyd Dennis, co-author of the 1968 Hall-Dennis report on education, agrees. He says teachers should take a leadership role in searching for a solution because collective bargaining de-humanizes and belittles them.

"Teacher morale is terrible and ... they're so unionized their claim to professionalism is stretched. It may be that if something isn't done in the 1980s they'll become members of the teamsters or some other major trade union.

"What would that do for the image of education?"

Lloyd Dennis: Famous educator says teachers should initiate solutions to the education mess.

Bette Stephenson: Education minister wants new ways to tackle teacher salary negotiations.

Star 1979 9.6

U1.25

REFERENCE TO OISE AS AN AUTHORITY

MICHELE LANDSBERG

Values? Yes, but whose?

Star
1979 4 9

The school bell rings and the crowd of children dutifully surges toward the door. On the way in, tough little Tom shoves the youngster ahead of him and snarls "Paki!" The teacher on recess duty holds the clapper of the handbell and glares reproachfully at Tom.

An hour later Tom is in trouble with the same teacher, this time over a stained and ripped textbook. When she puts a hand on his shoulder, he spins away. "F- - - off," he yells. The teacher turns white with rage. Tom is marched to the principal's office. This time, he will be punished.

That, in a nutshell, is "values education" — the unconscious kind. Every minute of the day, schools are instilling vaues and moral precepts whether they intend to or not.

The school bell insists on the virtue of punctuality and orderliness. Concern over a ripped book means that the school cares (and kids better care) about respect for property. The fact that the principal is almost always a man, and that all his subordinates are women, is a daily reminder of society's attitudes to the sexes. The reaction to Tom's schoolyard insult showed him that racism is frowned on but that obscenity, insolence and defiance of authority are far more serious crimes.

It's called the hidden curriculum, and it varies with every school and every teacher. It's unavoidable. And in the current raging debate over the teaching of values in the schools, some educators argue trenchantly that since values are already being instilled, wouldn't it be better if children and teachers brought those values into the open and examined them reasonably?

Values curriculum

Dr. Clive Beck thinks they should. He's a soft-spoken professor at the Ontario Institute for Studies in Education, and he headed up a team that wrote a values curriculum now being used in a scattering of Ontario schools.

"Children can and should be taught to reflect on their own values," he argues. Presumably, if more students were adept at rational thinking, we might have fewer muddled adults whose own value systems are a mess of contradictions.

The almost insuperable problem is: Whose values should be taught? And how do you teach any values without tromping on someone's toes?

A values course that tries to present every different moral position fairly, without passing judgment on any, actually ends up advocating a "do your own thing" moral relativism. And that's a highly controversial value in itself.

The OISE people reject that kind of judgment-free teaching. Beck insists there are certain universal values (like friendship, health and happiness) that can be safely discussed in school, though teachers shouldn't aim at achieving a consensus.

A thoughtful group in Alliston, the Inter-Church Committee on Human Relations, points out the dilemma there: In teaching a tolerant, humanistic range of values, the schools are flouting Christianity.

Do schools have the right to flout the deeply held beliefs of any religious group? I think not. Yet it seems plain silly not to offer some moral leadership in the schools when youngsters are in desperate need of clarity and wisdom.

Parental involvement

Maybe we all have to learn to live with confusion and unanswered questions. But the ground rules should be made clear. Values education is too tricky to be dumped in the lap of the schools alone. Parent groups must be involved in the planning and have complete access to the course materials, from day one.

And we agree on one other vital area. School is no place for group therapy. Both the Toronto School Board and Dr. Clive Beck utterly reject the "gross invasion of the child's privacy" that can happen when inexperienced teachers borrow hip American psychological techniques — like urging primary children to "role-play" adult relationships, or share family secrets.

Oh, and one more thing. I don't know in which direction values teaching should go. But I know where it should start: with teachers and principals.

When all teachers are compassionate, just, intellectually alive and curious, literate and respectful of children, that will be all the values education I need or want for my own children.

LETTERS TO THE EDITOR

I have just read with much concern your front-page article on the latest exploit of the Ontario Institute for Studies in Education (Sept. 12).

It alarms me to find out that "two month old" babies are being used as subjects of experimentation, the way guinea pigs are used in laboratories.

It is even more alarming to think that after these so-called intensive studies we are given such "world-shaking" information as—the child can recognize shapes of objects at two weeks old and even though he can't talk, the child knows what is going on around him. Both of these things are common knowledge to even the most incompetent parents.

In my opinion it is time the Department of Education in Ontario took a good, long look at the way our children are being exploited and the type of people who are being hired to exploit them.

W. I. Edwards
Brantford

Now I've heard everything. Enrolling babies as young as two months in an education program. (Globe and Mail—Sept. 12). The carefree days of childhood have disappeared (the trek to the classrooms starts young, very young) and now babyhood seems on the way out. Granted, early stimulation is important and at the risk of sounding old fashioned, I ask, what has become of mother love? What is wrong with our society when a baby must look elsewhere for manifest love?

In view of the ever-spiralling cost of education does anyone hear a strangled cry of utter despair from the already over-burdened taxpayer?

Mary McCrank
Bancroft

GLOBE AND MAIL
September 12, 1970

Child care

May I extend an invitation to W. I. Edwards and Mary McCrank (A Call for a Probe of Child Exploitation—Sept. 17) to visit the Canadian Mothercraft Society Infant Day Care Centre. "Mother love" to the single parent or working mother is only really possible because CMS and other day-care centres for infants exist. Where else but at CMS can a working mother who is weaning her baby be given the physical facilities to nurse the baby before and after work?

No nursery school is open from 7:30 a.m. to 6 p.m. We are a social agency offering service to working mothers, to the family and sometimes to the university student.

Our joint demonstration program with seven babies conducted for two years with the Ontario Institute for Studies in Education, which appears to have created some misunderstanding in the minds of the readers from Brantford and Bancroft, is an effort to help children living at the poverty level to be as stimulated by the time they reach school as the best cared for, privileged child from a middle-class family.

As to the "ever-spiralling cost of education", we feel these costs might be reduced if more efforts were made on the infants' behalf at a much earlier life stage. We think the need for highly specialized education would then not arise.

Mrs. Francis Burger
President
Canadian Mothercraft Society
Toronto

GLOBE AND MAIL
September 29, 1970

Table 66 indicates the numbers and percentages of the various types of comments in this group of 1182 clippings. It must be noted that the numbers in the "Total" column are less than the sums of the numbers in the other five columns. This occurs because some articles were classified in more than one column. For example, a letter to the editor may also have been negative.

TABLE 66

Numbers and Percentages of the Various Types of Comment In All Analyzed Press Clippings on OISE, 1965-1979

TYPE OF COMMENT

	POSITIVE	NEGATIVE	REFERENCE TO OISE AS AUTHORITY	LETTERS TO EDITOR	OTHER	TOTAL
NEWS ARTICLE	52 8%	74 11%	228 33%		350 51%	682
EDITORIAL	52 21%	92 37%	34 14%	122 49%	46 19%	247
DESCRIPTIVE ARTICLE	62 25%	14 6%	79 31%	4 2%	126 50%	253
TOTALS	166 14%	180 15%	341 29%	126 11%	522 44%	1182

When all types of clippings are considered together, it is seen that 14% of all comments were positive, 15% were negative, 29% referred to OISE as an authority, 11% were letters to the editor and 44% did not fit into any of these categories. It seems justifiable to consider the articles referring to OISE as an authority as reflecting positively upon the Institute, inasmuch as OISE is presumably serving the public good by serving as an authoritative source of information on some educational topic. Consequently, the "Positive" comments and the "reference to OISE as an authority" comments can be considered together; when this is done, roughly 43% of all comments in the clippings reflected positively upon OISE in contrast with the 15% which indicated negative evaluations.

The general trend of press comment on OISE between the years 1965 and 1979 can be seen in Table 61 and Figure 5. They show the annual percentage of positive, negative, and serving-as-an-authority comments and of letters to the editor for each year between 1965 and 1979. (There were very few clippings from 1965 and 1966; consequently, they were not included in Figure 5 or Figure 6 which follows.)

TABLE 67

Percentages of Various Types of Comment In Press Clippings for Each Year From 1965 to 1979

	POSITIVE	NEGATIVE	AUTHORITY	LETTERS TO EDITOR
1979	21.26	7.09	41.73	1.57
1978	8.33	15.00	61.67	5.00
1977	30.00	17.50	55.00	20.00
1976	11.11	11.11	44.44	5.56
1975	10.53	31.58	21.05	15.79
1974	6.59	23.08	41.76	9.89
1973	18.84	17.39	33.33	11.59
1972	16.33	18.37	24.49	21.43
1971	12.28	20.47	14.62	12.87
1970	22.52	21.19	21.19	19.21
1969	4.41	10.29	11.03	5.15
1968	7.69		23.08	
1967	14.66	6.03	31.03	6.90
1966			36.00	
1965				9.09

Although Figure 5 does not show any clear trend over time of the positive and negative evaluative comments, there is an increase over the years in the percentage of references to OISE as an authoritative source. Figure 6 , in which percentages have been averaged over several years at a time, shows this more clearly. The percentage of references to OISE as an authority averaged approximately 21% during the four years from 1967 to 1970, approximately 29% during the years from 1971 to 1974, and approximately 45% during the years from 1975 to 1979.

Insert Figure about here

This upward trend makes sense, of course, in that it took time for OISE workers to produce the ideas, findings, materials and programs that would result in OISE's being referred to as an authoritative source of information.

The absence of any clear trend in positive and negative evaluative comments, and their extreme variability from year to year, is also not particularly surprising. As a publicly supported institution, OISE has very often been the subject of political controversy. When newspapers take positions on political issues, their editorials reflecting these positions may profoundly affect annual percentages of positive and negative comment. A more detailed analysis of the content of editorial writing might well reveal the particular political influences leading to observed percentages, but such an analysis is beyond the scope of the present appraisal.

Figure 5: Percentages of Various Types of Comment for Each Year, 1967-1979, in Press Clippings

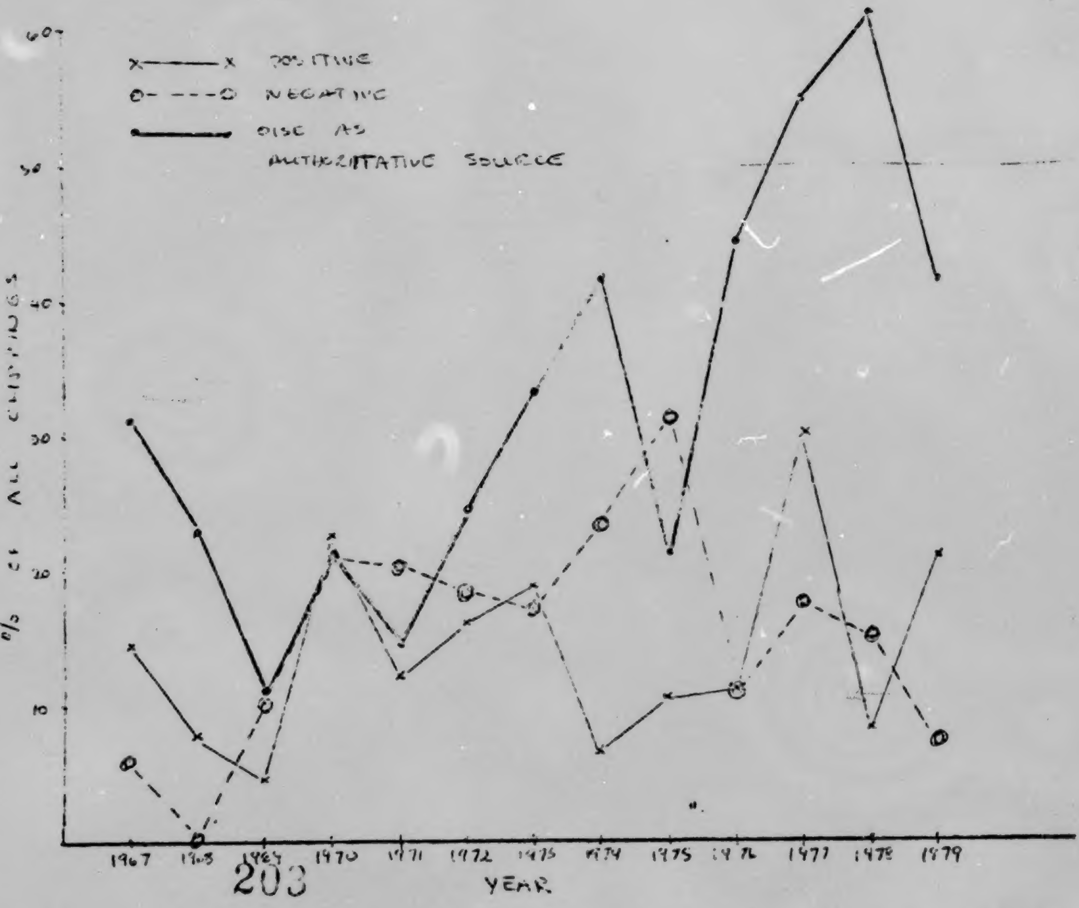
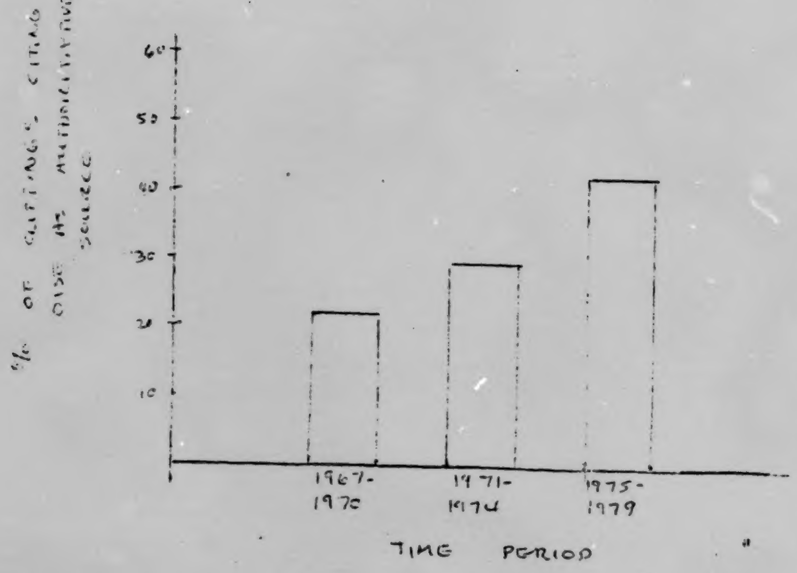


Figure 6: Percentages of all Press Clippings that Refer to OISE as an Authoritative Source, for Three Time Periods



F. INDICATORS OF STANDING IN THE SCHOLARLY COMMUNITY

OISE Contribution to Education as a Discipline

A review of the impact of OISE research activities would be glaringly incomplete if one did not take into account its contributions to the foundations of education, to the discipline which is shared by an international community of scholars. The lasting contributions to education as a discipline by a scholar are assessed through reviews in scholarly journals, the propensity of his peers to cite him in their books and articles, his contributions to congresses and conferences, and the inclusion of his work in standard handbooks in his field of specialty.

In trying to assess the quality of OISE contributions to the discipline of education, the Task Force has drawn upon three of these sources of evidence -- reviews in scholarly journals of books written by OISE staff, citations in such journals by other researchers, and number of contributions to the program of the American Educational Research Association -- in addition to evidence from the first appointments after graduation of OISE doctoral students.

Book Reviews

In connection with our search for indicators of contribution to scientific thought and standing in the scholarly community, we asked for a library search and initial analysis of published reviews of books, articles, and curriculum materials by Institute staff and of books published by OISE but authored by researchers or educators outside the Institute. This analysis was sufficiently inconclusive that is is not incorporated in our report. The actual number of reviews -- and proportion of materials for which published reviews were available -- was so small, and the number of categories necessary for meaningful classification so large that only one clear conclusion became apparent: the degree to which material by OISE authors is reviewed is very low and these reviews appear in large part in journals or periodicals with extremely limited circulation. Clearly, the materials written by Institute staff and published in the United States were accorded the largest number of reviews, and reviews in the most widely circulated journals. We inferred from this analysis that publication by the Institute itself lessens the possibility of review, probably because of limited promotion of publications and an inadequate provision of examination copies to potential reviewers or editors. This conclusion underlies many of the comments on the OISE Press in the "Summary and Conclusions" section.

Citation and Publication Counts

Another source of evidence often used in the institutional review of an agency engaged in graduate insturction or research comes from counting publications or counting citations. This approach, considered carefully by the Task Force, is in many ways difficult to apply in the present instance; not only is OISE multidimensional and multifunctional by nature, but also it is neither a full university nor a single department within a university. We could think of no institution sufficiently analogous to allow direct comparison.

In addition, there are a substantial number of methodological limitations to the use of citation and publication counts. Although Endler, in a series of investigations of the Social Science Citation Index as a data source, regards publication counts as useful indicators of research productivity and citation counts as useful indicators of scholarly productivity, he notes,

> "...problems with publication counts include: (1) They are an unstable measure of research productivity. Publications should be considered over several years. (2) SSCI report of publication counts *under-reports* the number of publications in that it excludes some journals and selectively samples others that include publications by psychologists. (3) The quality of an article is not considered."

Endler, N. Beyond Citation Counts: Developing
Research Profiles. *Canadian Psychological Review*
(Vol. 19, No. 2. 1978 pp. 154-155.)

In the same article, he lists eleven methodological difficulties which may be encountered with the use of citation counts. The problems that he outlines, also, apply in the situation where a single academic discipline is being considered. It is likely that the difficulties would only increase when the publication and citation count approach was extended to an institution which includes ten academic departments.

Because of these difficulties, because of the previously mentioned inability to identify a suitable institution for direct institutional comparison, and because of the expense of obtaining data on a per-faculty-member basis, the original intention of the Task Force of providing comparative citation counts was abandoned.

However, we were able to form a number of personal and collective impressions on the basis of available sources of information. These include:

a) Citation counts for 144 OISE faculty members from *Social Sciences Citation Index* for 1978-79. (See Tables 68 & 69.)

b) A study by Michael Arlin, "Quantity and IMpact of Scholarly Journal Publication in Canadian Faculties of Education" from the *Canadian Journal of Education* (Vol. 3, No. 1, 1978). (See Table 70.)

c) Informal calculations of the proportion of competitive research funding obtained by the Institute from the total funds made available by such grantors as the Ontario Ministry of Education, Canada Council and the Social Sciences and Humanities Research

TABLE 68

Number of Citations in 1978-79 SSCI for 144 Faculty Members

Number of Citations	Number of Faculty	Percentage
0	34	23.6
1	18	12.50
2	13	9.03
3	10	6.94
4-5	6	4.17
6-10	16	11.11
11-15	17	11.81
16-20	9	6.25
21-30	8	5.55
31-40	2	1.38
41-50	3	2.08
51-100	3	2.08
over 100	5	3.47
Total:	144	100

TABLE 69

Total and Average Number of Citations in 1978-79 SSCI for Each OISE Department

Department	Total Number of Citations	Number of Faculty	Average Number of Citations
Adult Education	44	11	4.00
Applied Psychology	622	23	27.04
Curriculum	778	20	38.90
Director's Office	5	3	1.67
Educational Administration	76	15	5.07
Educational Planning	20	8	2.50
Field Development	114	14	8.14
Graduate Studies	34	3	11.33
Higher Education	30	3	10.00
History & Philosophy	107	11	9.73
MECA	138	12	11.50
R&D	23	2	11.50
Sociology	141	10	14.10
Special Education	222	9	24.67
Total for Institute:	2,354	144	16.35

TABLE 70

Rank Ordering of Canadian Faculties of Education Based on Composite Index of Journal Publications and Citations of Associate Professors

RANK	NAME	COMPOSITE INDEX	FPE/ASSOC. PROF.	CITATIONS/ ASSOC. PROF.	% WITHOUT PUBLICATION	NUMBER SAMPLED
	OISE*	2.2	1.95	3.10	27%	79
	Br. Columbia	1.45	1.51	1.82	46%	68
	Victoria	1.23	1.27	1.56	54%	39
	Concordia**	1.16	1.50	1.17	33%	6
	Alberta	1.06	1.55	0.90	32%	69
	Simon Fraser	1.01	1.42	0.92	33%	12
	Calgary	0.93	1.24	0.91	43%	42
	Other 15	0.43	0.68	0.38	65%	253
	TOTAL	1.00	1.17	1.32	50%	568

Note: Faculties with five or fewer associate professors or with a composite index of 0.50 or lower are not ranked separately.

*Ontario Institute for Studies in Education (affiliated with University of Toronto)
**Sir George Williams Campus

Source: Arlin, M., "Quantity and Impact of Scholarly Journal Publication in Canadian Faculties of Education", in Canadian Journal of Education Vol. 3, No. 1, 1978

Council of Canada (provided by the Coordinator of Research and Development).

d) A study by Norman Endler, "Where the 'Stars' Are: The 25 Most Cited Psychologists in Canada (1972-1976)" from the Canadian Psychological Review (Vol. 20, No. 1, January, 1979).

e) A study by Norman Endler, "Research Productivity and Scholarly Impact of Canadian Psychology Departments" from Canadian Psychological Review (Vol. 18, No. 2, April, 1977).(See Table 71.)

f) A study by Norman Endler, J. Philippe Rushton and Henry L. Roediger III, "Productivity and Scholarly Impact (Citations) of British, Canadian and U.S. Departments of Psyh chology (1975)" from American Psychologist (Vol. 33, No. 12, December 1978).

It should be particularly noted that Arlin's comparative study of the productivity (in terms of journal publications and citations) of associate professors in Canadian faculties of education ranks OISE first (see Table 70), and Endler's study of 1975 citations for psychology, 35 departments place OISE's Department of Applied Psychology as tenth among the country's top fifteen departments (see Table 71).

Although sources provided less hard data than we had hoped to obtain, they provided sufficient indicators of the productivity and standing of the Institute to support our expectations and to reinforce impressions gained from interviews with faculty and Ontario education officials, questionnaire responses, letters to the Task Force, examination of a limited number of actual project reports and other materials, and compilations of reports, articles, papers, etc., produced by individual members of Institute staff. It is only fair to note in this connection that our expectations with respect to the available quantity of this type of data were perhaps excessive and arose from our own individual professional orientations and our initial underestimation of the extent to which the Institute attains impact through the application of research and development. That is, we had anticipated that the Institute might

TABLE 71

Total 1975 Citations (SSCI) for the Top 15 Psychology Departments in Canada Rank-Ordered on the Basis of Total Number of Citations for 1975*

University	Total Citations	Mean	S.D.	N.
1. Toronto	1,598	30.73	65.03	52
2. McGill	849	22.95	34.97	37
3. Western	841	19.56	54.56	43
4. Waterloo	707	16.07	31.88	44
5. York	492	8.79	16.37	56
6. British Columbia	437	11.81	14.70	37
7. Queens	363	11.00	15.77	33
8. Alberta	341	11.76	18.13	29
9. McMaster	319	13.87	15.39	23
10. OISE	232	8.92	13.77	26
11. Carleton	220	6.11	8.84	36
12. Dalhousie	184	8.36	11.35	22
13. Manitoba	163	3.54	5.69	46
14. Calgary	153	5.46	5.96	28
15. Simon Fraser	152	6.91	10.98	22
Note: Stanford **	3,301	76.77	113.12	43

---

* Adapted from Norman Endler's Research Productivity and Scholarly Impact of Canadian Psychology Departments, Canadian Psychological Review, Vol. 18, No. 2, April 1977, pp. 156-157

** Endler used Stanford University -- top-ranked Psychology Department in his study of North American and British Universities -- as a basis for comparison.

seek its effect primarily through scholarly publication rather than direct influence on the practice of education in the province.

Contributions to AERA

An additional indicator of the contributions to the discipline of education is the number of contributions to the program of the American Educational Research Association (AERA), which is the leading association of educational researchers not only in North America but in the world. Table 72, taken from a paper by S.H. Schubert entitled "Contributions to AERA Annual Programs as an Indicator of Institutional Productivity", Educational Researcher, July/August 1979, pp. 13-17, indicates that OISE ranks sixteenth in North America in number of contributions. Table 73, also taken from Schubert's article, shows the Institute to be fifth in terms of increase in productiviy when 1978-1979 AERA program contributions are compared to those in 1975-1976.

First Appointment of OISE Doctoral Graduates

The quality of the graduate program at OISE is not within the purview of the terms of reference for the Task Force. But the graduate program and its quality has, in two respects, a bearing on the attempts on the part of the Task Force to assess the impact of OISE research activities. In the first place, a good graduate program cannot be set up and implemented unless an institution has a good faculty whose members themselves can make good contributions to fundamental research in education. Second, what happens to the graduates who leave an institution with an advanced degree can be used as an index of the quality of the training they have obtained. High level graduate institutions tend to deliver their graduate "products" to high level institutions.

TABLE 72

Top 50 Contributors to the AERA Program by University or College, 1975-79

Rank	University or College	AERA Contributions
1	Stanford University	417
2	University of Illinois at Urbana	388
3	University of California at Los Angeles	356
4	University of Texas at Austin	327
5	University of Pittsburg	280
6	University of Wisconsin at Madison	278
7	Pennsylvania State University	277
8	University of Minnesota	249
9	Michigan State University	246
10	Columbia University	196
11	Indiana University	195
12	Ohio State University	157
12	Syracuse University	157
14	Purdue University	155
15	State University of New York at Buffalo	150
* 16	Ontario Institute for Studies in Education	144
17	Rutgers University	139
18	University of Michigan	135
19	University of Chicago	131
20	University of California at Berkeley	130
21	University of Massachusetts	128
22	Florida State University	127
23	University of Illinois at Chicago Circle	124
23	University of Kansas	124
23	Virginia Polytechnic	124
26	University of Nebraska	122
27	Arizona State University	118
28	University of Georgia	116
29	Georgia State University	110
30	City University of New York	109
31	University of North Carolina at Chapel Hill	105
32	Northwestern University	101
33	Cornell University	100
34	University of Houston	98
35	Harvard University	96
35	University of California at Santa Barbara	96
35	University of Oregon	96
38	University of Arizona	95
39	University of Connecticut	93
39	University of Iowa	93
41	University of Rochester	89
42	New York University	87
42	Southern Illinois University	87
44	Washington University	85
45	Brigham Young University	81
46	University of Virginia	79
47	Johns Hopkins University	78
48	University of South Carolina	77
49	State University of New York at Albany	76
50	University of Florida	75

Source: Schubert, W.H. "Contributions to AERA Annual Programs as an Indicator of Institutional Productivity" *Educational Researcher*, July/August 1979, pp.13-17

TABLE 73

Growth of Productivity Based on Comparisons of 1975 and 1976
AERA Program Contributions to Those of 1978 and 1979

	Institution	1975+76	1978+79	% Increase
1.	University of North Carolina at Chapel Hill	15	68	353.33
2.	State University of New York at Albany	16	52	225.00
3.	University of Houston	18	54	200.00
4.	Michigan State University	62	142	129.03
5.	Ontario Institute for Studies in Education	40	89	122.50
6.	U.S. Office of Education	37	81	118.92
7.	University of Illinois at Chicago Circle	30	65	116.67
8.	Southern Illinois University	24	46	91.67
9.	Johns Hopkins University	20	38	90.00
10.	Rutgers University	39	70	79.49
11.	University of Connecticut	28	49	75.00
12.	New York University	24	40	66.67
13.	University of California at Los Angeles	115	187	62.61
14.	University of Michigan	45	73	62.22
15.	University of Nebraska	41	66	60.98
16.	Philadelphia Schools	26	41	57.69
17.	Research for Better Schools	33	52	57.58
18.	University of Illinois at Urbana	129	200	55.04
19.	University of Oregon	36	55	52.78

Source: Schubert, W.H., "Contributions to AERA Annual Program as an Index of Institutional Productivity", Educational Researcher, July/August, 1979, pp. 13-17.

TABLE 74

First Appointment Upon Graduation of Educational Theory OISE Doctoral Graduates, 1970-71 to 1978-79

Year	Grads	University Teaching Canada	University Teaching Third World	University Teaching Other	Senior School Position Ontario[2]	Senior Gov't Position Canada[3]	Senior Gov't Position Third World	Senior Hospital Ontario[4]	University Research Canada	Other[5]	Not Known
1978-1979	71	15 (24)[1]	4 (06)	1 (02)	11 (17)	3 (05)	0 (00)	5 (08)	6 (10)	18 (29)	8
1977-1978	53	11 (23)	2 (04)	2 (04)	11 (23)	2 (04)	0 (00)	6 (13)	3 (06)	10 (21)	6
1976-1977	73	13 (20)	2 (03)	1 (02)	10 (15)	7 (10)	1 (02)	5 (08)	13 (20)	13 (20)	8
1975-1976	56	14 (27)	3 (06)	2 (04)	6 (12)	5 (10)	0 (00)	5 (10)	7 (14)	9 (17)	5
1974-1975	38	5 (16)	3 (09)	2 (06)	3 (09)	1 (03)	2 (06)	4 (13)	2 (06)	10 (31)	6
1973-1974	36	11 (34)	2 (06)	1 (03)	4 (13)	4 (13)	1 (03)	1 (03)	4 (13)	4 (13)	4
1972-1973	36	16 (53)	3 (10)	1 (03)	0 (00)	2 (07)	0 (00)	3 (10)	1 (03)	4 (13)	6
1971-1972	33	11 (33)	3 (09)	3 (09)	2 (06)	1 (03)	1 (03)	1 (03)	2 (06)	9 (27)	0
1970-1971	19	9 (47)	1 (05)	0 (00)	3 (16)	1 (05)	0 (00)	2 (11)	1 (05)	2 (11)	0
Total	415	105 (28)	23 (06)	13 (04)	50 (14)	26 (07)	5 (01)	32 (09)	39 (10)	79 (21)	43

Note: Information was obtained by asking graduate at the time that the doctoral oral examination was being scheduled and from a follow-up letter upon graduation.

[1] Numbers in parentheses indicate percentage of total number of doctoral graduates whose placement is known for that year.

[2] Includes such positions as Principal, Head of Research, Head of Psychological Services, Senior Consultants, Inspector, Assistant Superintendent, Director.

[3] Includes such positions as Researcher, Psychologist, Education Consultants, Assistant Deputy Minister.

[4] Includes such positions as Researcher, Psychologist, Consultant, Division Head, Chief Psychologist.

[5] Includes such positions as Teaching Master, Community College; Statistical Analyst, College of Nurses; Executive Director, Federation of Women Teachers of Ontario; Director of Testing Services, Canadian Nurses Association; Vice-Principal, Canadian Armed Forces Base, West Germany; Behavioural Scientist, Manufacturers Life; Principal, Ewart College (Presbyterian Church); Coordinator of Economic Studies, Canadian Teachers' Federation; Director of Counselling Education, Pastoral Institute of B.C.

Source: Office of Graduate Studies, OISE

The Institute has records on first appointment for 415 doctoral graduates from 1970-71 through 1978-79 (see Table 74). Of these, 180 went directly to teaching and/or research positions at Canadian or other university, fifty-eight took senior government positions in Ontario or positions at hospitals in Ontario. The fact that not very far from half of the doctoral graduates were immediately employed at universities indicates that a high premium is placed on these graduates; this in turn reflects on the quality of the institution from which they come.

ANNEX

PROFILES OF OISE DEPARTMENTS: A SELF-REPORT

REPORT

of the

DEPARTMENT OF ADULT EDUCATION

IMPACT STUDY

Department Background

Since its inception in 1967, the Department of Adult Education has been committed to serving the three major functions of the Institute. Because the work of preparing professional adult educators is relatively new in North America, it is not surprising that much of the original R&D work of our Department centered on the development of resources and curricula to serve this need. As the complement of the Department grew, our research efforts became increasingly eclectic, expressing the varied interests of the faculty as they drew on their personal expertise to pursue research goals.

Increasing collaboration among faculty has led to the development of multi-purpose projects such as CLUMP (Career Life Understanding for Mature Practitioners), PRIME (Program of Research in Media Evaluation), RISE (Research in Supervisor Education), and latterly the "Analysis of Documents of the Child Abuse Programme of Com-Soc". This last research project, commissioned by the Ministry of Community and Social Services, and calling for a rapid response, necessitated wide collaboration by our investigators. Not only were a number of graduate students and faculty from our Department involved, but also several faculty from other departments of the Institute committed themselves to the study. It demonstrated conclusively the Institute's ability to respond quickly and qualitatively, and in a global way, to a short term request.

The Department has always been concerned with international and national, as well as provincial and local, issues of adult education and has conducted R&D programs in each of these sectors. In the main, however, our efforts in R&D lie in the provincial and local domains, but have important implications for national and international aspects of our field of study.

In all, what has been accomplished to date is only a beginning. By definition, the field of adult learning and adult education is immense, as it draws on knowledge and insights from a host of related disciplines. The personal, social, economic and cultural dimensions of our work give impetus to research and development projects in each of these areas, but often tend to intimidate us because of their magnitude. The results of our work completed to date, and the corresponding impact, are not insignificant. Their significance is evident in the summation of our studies undertaken in the response to Questions 2, 3, and 4.

At present our complement stands at 13.4 with 4 cross-appointments included in that number. Two of our faculty are project directors, and two are not members of Educational Theory, which has implications for our contribution in all three areas of our work. Our Support Staff number eight, including one Administrative Assistant. As of November 1, 1979 our total student enrolment stands at three hundred and seventy-one; with one hundred and eight full time students, forty-three part time thesis students, and two hundred and twenty part time students registered in our programs of study at that time.

Major Substantive Contributions

To provide the Committee with input for their assessment of the Impact of our Research and Development and Field Development of the Department of Adult Education, the research projects were first classified according to their primary target clients on geographic lines, and then into topics similar to your requests for types of impact.

The geographic areas were:

- International
- Canadian (national)
- Ontario and Toronto (local)
- O.I.S.E. and University

Types of impact headings:

- basic research in education
- program and curriculum development; materials
- personnel development and administrative problems
- evaluation and educational surveys
- policy discussion, development and analysis

This categorization shows clearly that the large bulk of our research and development projects have been directed to local and national sectors, but with substantial and extremely important contributions to international and university issues. Our summary report follows these classifications, beginning with the international impact of our research and development and field work, relating to each of your headings, followed by the Canadian, Ontario and local foci.

As is to be expected, faculty have expertise in specialized fields, and this too was reflected in the concentration of their major works in two or three sectors. What was interesting however, was the extent of the breadth and interconnections among different faculty, and the collaboration both within the Department and with other departments providing insight and balance to different aspects of a research activity.

The scope of the task of correlation and reporting dictates that only a very brief overview can be included in this report. The actual reports of faculty appear in the first appendix and the committee are urged to refer to them for details of the projects.

International Activities

Several important programs of international significance have been developed in the Department of Adult Education; one being a program of international studies, which contributed to the formation of the International Council for Adult Education. Their journal, Convergence, born at O.I.S.E., but independent, publishes quarterly and reaches scholars and libraries in over ninety countries. Convergence is acknowledged as the international journal of Adult Education. As a noted international journal, its articles are frequently reprinted to form a network of communication for the field world-wide. From this involvement and expertise in international adult education, a course in comparative adult education has emerged with seminars at both the

University of Toronto and at Pugwash, Nova Scotia. Dr. Kidd has represented the Department and spoken at numerous international conferences and UNESCO sponsored meetings abroad. His course at O.I.S.E. has served as a demonstration model for many other universities that have since taken up systematic comparative adult education. With the exception of the Institute of Leisure in Prague, with whom O.I.S.E. has a continuing association, the largest single source of writings about comparative education has come from O.I.S.E. and there are now preliminary plans for a world conference on this subject in 1983 or 1984. Through a small grant from the McLean Foundation, the W.L. Grant Fellowships have been established to enable Canadian and foreign scholars to study at O.I.S.E. and work on their own research and development projects. This has been most rewarding both to O.I.S.E. and to guest scholars, who have enriched our experience and also benefitted from the excellent library and learning facilities at the University of Toronto. As a consequence of this program, we have developed a network of the foremost academics in Adult Education around the world who know us and feel a part of our achievement.

Within the International Council for Adult Education, a sub-field of participatory research has been established with the North American office being located at O.I.S.E. At least twenty of our students are involved in this project and report to other members in the Department. It is expected that there will be considerable future impact because of our association with this participatory research project which serves six regions and twenty countries. It has already served as an important link in reconciling quantitative and qualitative research in the social sciences.

How Adults Learn, written by J. Roby Kidd, and first published in 1958, has been reprinted several times and translated into French and Spanish, and in 1972 was completely revised. Through Dr. Kidd's generosity in forfeiting royalties, reasonably priced translations have now been published in German, Hindi, Serbo-Croatian and Arabic with consideration in process for translation into Thai and Swahili. With this global coverage, How Adults Learn has now become the primary textbook for many major adult education institutions, and, through its translations, has become the most used adult education text in the world.

A small Unesco grant ($1,680) in year 10 to Dr. Alan Thomas and Diana Ironside was instrumental in the preparation of an O.I.S.E. publication, Trends in Counselling and Information Services for Adult Learners (1975). This work paved the way for an International Symposium "Ways and Means of Strengthening Information and Counselling Service for Adult Learners", May 22-27, 1977, organized by the University of Southern California under contract to Unesco. The Head of the Adult Education Section at Unesco, Paul Bertelson, referred specifically to the significant contribution to the literature and to the policy formation made by this study at the International Round Table for the Advancement of Counselling, University of Oslo, July 2, 1978. From this initial work, Diana received a number of invitations to speak during her recent study leave and gave papers at Cambridge and Northern Ireland.

While not all projects can be considered successful, even the disappointments frequently trigger later developments. Such is the case with the work of Dr. Lynn Davie who used a small internal grant in year 10 to develop a major program "Shared Process Evaluation System (SHAPES)", which through modification has recently been very successfully used in a funded evaluation of continuing education in the U.S. It is now being further refined by two thesis students for use in Canada. Dr. Davie has published one article from this work, "Evaluation and Community Development: The SHAPES Approach" (1976) and another article and a book are in press.

Canada's position as a leader in the field of Adult Education has been largely due to the prodigious and excellent work and enthusiasm of the first chairman of this Department at O.I.S.E., Dr. Roby Kidd. Not only has Dr. Kidd written extensively in the field, but his contributions to the international field of Adult Education has been one of great distinction. While much of his work has been funded externally, its impact enhances O.I.S.E. One such project, first undertaken for the State of Maryland, has affected over 75,000 teachers of adult basic education, and is now being used in 44 states and in Canada and abroad. The thirty video cassettes prepared in this program have been used both for television and in cassette form under the title of Basic Education: A Teaching Guide. While completed in 1975, it is still widely used and has become the standard for subsequent materials. With literacy becoming an increasingly critical social issue both in Canada, industrialized nations and the third world, research already completed is widely applied and new developments eagerly welcomed and valued.

Canadian (national)

The international field easily interacts with the Canadian scene when expertise honed abroad is then exercised here. Through their extensive consultations, particularly in Zambia, India and the Sudan, as well as with Unesco, I.L.O., U.N.D.P., and the World Bank, Drs. Kidd and Thomas have assisted in developing programs at the University of Manitoba, Saskatchewan, British Columbia, as well as the Banff School of Fine Arts and Concordia University in Montreal. Requests for consultation from all parts of the globe are a regular feature of our developmental activities.

With the current concern about maintaining jobs for teachers during a period of declining enrolments in the schools, attention has naturally turned to retraining teachers for work in adult and continuing education. Dr. James Draper and his students have published several articles in this field including "Transition to Teaching Adults", May 1979, to be a chapter in a forthcoming book and "Adult Basic Education in Canadian Universities and Colleges" published in the Fall 1979 issue of Learning.

Literacy and adult basic education has traditionally been of great concern to the Department. Seminars, materials and conferences in this field have been developed out of an awareness of the appalling literacy rates in many underdeveloped countries as well as the needs of illiterate Canadians. The required expertise to take advantage of this increased social and political awareness has been available especially through Drs. Kidd and Draper, who have been at the forefront of the movement. Dr. Draper was responsible for organizing, at O.I.S.E., two national conferences on Community Development and one national conference on Literacy, which resulted in the formation of the Movement for Canadian Literacy. He has also been President of World Literacy of Canada which has been untiring in its efforts to identify the needs of illiterates in Canada. Since 1967 Dr. Draper has been the North American representative on the World Jury, which has selected World Literacy Awards. Two books, Functional Literacy and International Development (1967) prepared by the Department of Adult Education for the Overseas Institute of Canada, and The World of Literacy (1979), by J.R. Kidd and Budd Hall are evidence of the impact of some of these activities.

The need to assemble materials about adult education in Canada in the sixties has culminated in a book Coming of Age by Selman and Kidd, published by the Canadian Association for Adult Education (1978), which is now selling in ten countries. A national committee has now been formed, headed by Professor Selman of the University of British Columbia, to plan for historical studies in Canadian Adult Education and to maintain similar reviews for every decade of progress in adult education. From the work done in preparation of Coming of Age, a new course on the Heritage of Adult Education has been developed by Dr. Kidd. A report on the second stage of the work, funded by the Ontario Government, has already spread beyond our domain and into the larger field of archival development. Citzen's Forum (1980) by Isabel Wilson, which is a complete record of the Citizen's Forum programs, is a prime example of this work. Also to be published in 1980 is A Directory to Archival Materials in Adult Education.

An example of the impact of adult education activities outside the realm of formal education is Diana Ironside's project, funded by the Consumer Association of Canada for the Federal Department of Communications and reported in The Power to Communicate: A Revolution in Information Sharing: A Report of Information Handling in Community Centres in Canada 1971/72. This handbook immediately became useful in all information centres across Canada and has been updated several times by the Consumers Association and by the Department of Consumer Affairs. This study and the C.A.C. have had a marked effect on the report of the Canadian Computer/Communications Task Force in broadening their concern with a mechanistic application of technology to social problems to include alternatives to the usual ways of receiving and disseminating information to solve problems.

When we think about education, including adult education, our focus is often on classes and sources rather than on the concept that where learning is involved, people are required to change their outlook or behaviour. In this broader context, one important group of people who are being required to change their ways in order to remain within society are the inmates of Canada's prisons and penitentiaries. A project funded by the Solicitor-General of Canada for $60,000 to do an analysis of educational programs in the federal correctional system in year 13 culminated in a report concerning "the Educational Program for Corrections System PHASE II". While still under revision, there are encouraging indications that it is the intention of the Solicitor-General to implement the majority of recommendations made. It is also being considered as a guideline for reform of penal institutions in Australia and Japan.

Somewhat like the populations of prisons, people limited by their chemical addictions require assistance through rehabilitative educational programs to learn the ability to fully participate in society. The Department of Adult Education has maintained close ties with the Addiction Research Foundation, and several of their staff members have been our students. Four of them have served as extramural instructors as well as providing supervision for student practicums. In 1969, J.R. Kidd served as one of three members of a Commission that studied the operations of the A.R.F. for the Ministry of Health which reported on the training and public education aspects of the foundation's work. This report was used by the Ministry for several years and resulted in the Government cancelling plans for developing special facilities in Ontario communities for addiction related illnesses, and incorporating the required programs into general health care plans.

Another federally funded project, Development of Evaluation Program for the Department of Labour's Labour Education Program which was completed in May 1978 by Dr. David Abbey, has already been implemented. A second project for $47,750 has just been signed to test the evaluation model.

The W.K. Kellogg Foundation has been a generous supporter of education, and through a large grant ($60,750) over five years, spanning all ten provinces, the nature of continuing professional education was studied. During the tenure of the project, interest spread to related matters such as recruitment and vocational preparation of the professional, and innovative experiences of professional development of university professors, as well as teachers in professional schools. The project as such was reported in The Advancement of Professional Education in Canada[1] (1973) by the Kellogg Foundation and spawned several follow-ups such as:

---

1) The Advancement of Professional Education in Canada. Report of the Professional Education Project (Kellogg Foundation - OISE) 1973. Appendix "C" hereto

consideration of a Professional Development Program and Office at the University of Toronto; a course in our Department given every year in co-operation with the Department of Higher Education; and consultations with J.B. McLeish and other members of the project team. Dr. Kidd has also helped in planning the first two years' operations of the new College of Hospital Administration and is currently engaged with colleagues at the University of Calgary in a plan for a seminar for Western Universities and professional schools on methods of continuing professional education. The basic materials for this seminar have been prepared at O.I.S.E., and they will be in use at the University of Montreal, York University and the University of Wisconsin. Materials developed in this project continue to be used, and with the problem of maintaining professional competence becoming a more crucial factor in education, we expect further outcomes from this project. A copy of the Kellogg Foundation Report is included in the appendix of this report.

Ontario and Toronto (local)

As adults retain health and vigor later in life, and are coming to believe that learning is life long, the groundswell of mature students returning to universities and colleges, especially on a part-time basis, is reaching impressive proportions. This increasingly articulate group are bringing to their institutions both resources and problems, which require careful examination if the needs of all are to be met with maximum benefits. The Department of Adult Education, with its interest both in the adult learner and the academic community, was particularly well-equipped to make a contribution in this area. The report Part-Time

Study: The Student and the Method (1975) was a valuable contribution to the field as shown by the large number of requests for reprints of the study. In addition, the materials and insights developed during the project have become a valuable resource to the students presently in our programs who take this awareness of the special needs and contributions of the part-time students back to their work places.

Little is of more value in attempting to respond to needs than learning about the present state of the art concerning the target recipients for the services offered. For nearly 15 years Dr. Ellis has been interested in sex-differences in aptitude for achievement in Mathematics, Science and Technology. In collaboration with MECA, she has made an intensive study of the reasons for the underrepresentations of women in the professional fields concerned with mathematics and science. She has addressed several international conferences of Women Engineers and published her findings both for the professional engineers in Ontario and in engineering journals.

From its inception, this Department has had a special concern for teachers in our school systems, and their personal and professional concerns about their lives and work. In addition to Draper's study on the retraining of school teachers for work in continuing education, Ellis has investigated the background and opinions of Ontario Public School Men Teachers, and published papers and articles about their work. Her 67 page report Seven Thousand Men in Toronto: The Ontario Public School Men Teachers' Federation (1971) was a culmination of these activities. A survey of teachers' opinions about the recommendations of the Hall Denis Report was undertaken by Dr. Ellis at the request of the Ontario Teachers'

Federation. Of particular importance has been her work with the teachers in the Franco-Ontarian schools, reporting in French the results of small research projects carried out in their schools and co-authored by school personnel. As with so much research, a measure of impact is often associated with those aspects of a project which require almost no funding following the initial study, but where personal contact plays such an important role in implementation of the recommendations.

The SHARE program was designed to share our foreign students with schools to assist teachers in their programs about these countries. On the request of teachers in the Metro system, students were asked to visit schools, and to participate as resource persons to strengthen the impact of various social studies programs within those schools. The program continued for a number of years, particularly in North York and York systems, where the schools themselves took on the responsibility of funding the program. In this same context, a multi-media kit about West Indian and Asian Immigrants was developed which was found to be very useful by those in a pilot test group. Unfortunately, after testing and incorporation of refinements, we were not able to obtain funding to have the kit produced. Individual teachers have made use of some selected portions since, and the format would be readily adaptable to other immigrant groups should further need and funding develop.

One of the finest examples of the type of research which has impact on school systems is the work of Thomas entitled "Boards of

Education and Adult Education: A Functional Definition of Continuing Education for Boards of Education in Ontario". The final report, just issued (1979), has been distributed to all school boards in Ontario and Canadian Ministries of Education. A request for a seminar on this subject in 1980 has already been received and is being processed.

One of the most frequently quoted faculty in the Department is Dr. Allen Tough, who first documented the enormous amount of learning (about 80%) which adults undertake without any direction from a teacher/tutor or counsellor. This data has had the effect of shifting the focus of adult education from the organization of night schools and the occasional seminar or course, to a concentration on the processes of adult learning and efforts to make the activities more effective and worthwhile. The research project Helping Adult Learners Set Their Goals, funded from years 7-11, provided the research base for helping learners to establish meaningful and realistic goals. Through such goal-setting, learning satisfactions were increased which in turn provided the necessary satisfaction to motivate further effort. From this research printed materials and workshops were developed and implemented. While the research has not received funding in recent times, its impetus continues both in two popular courses given with the Department and in a new book by Tough Expand Your Life (1980) now in press.

In this general area, there is another recent publication by the Ministry of Education in Ontario, Adult Learning Principles and Their Application to Program Planning (1980) by Donald Brundage and Dorothy MacKeracher. Already hailed as the successor to the earlier handbooks, this high content document is being most enthusiastically purchased and used in the field. With the large number of graduates of adult education, such a compilation of the philosophical basis and application of these principles is having immediate impact as a guidebook far beyond traditional educational fields, and promises to become the foundation of a number of workshops and curricular materials. Precisely because adult education occurs outside as well as within traditional education, materials developed have a market well beyond any one jurisdiction and are frequently directly transferable not only to other parts of the English-speaking world, but far beyond. This recent document from the Department will certainly soon appear in references from many quarters and further enhance the fine reputation which O.I.S.E. already holds in both academic and non-academic education.

As part of his interest in education and training programs in business, Dr. Alan Thomas prepared case studies relevant to special teaching programs in the Department for industrial, commercial and government trainers, which are also now being used in India and Australia. These, in part, formed the background for our current labour relations studies and projects reported elsewhere. Following another extensive study by Dr. Thomas, a confidential report on policy issues relevant to continuing education was delivered to the Secretary of State in October, 1972. The report is the first and to date, only national study of participation of adults in continuing education which included a comprehensive financial analysis. It is cited in the Phillips Report on the Commission on Paid Educational Leave and Productivity, Ministry of Labour, Canada (1979) and distributed privately to universities and provincial government officials, as well as being relevant resource information for our courses 1100, 3101, and 3107.

With the production of METRODOC (Metro-Directory of Courses), Toronto became the first city in the world to have a comprehensive directory of all continuing education courses listed by subject. This Continuing Education Directory of Metropolitan Toronto, now published twice yearly by the Metropolitan Toronto Library Board, has been issued every year since the first experimental edition in 1969. After directing the project for four years, using both internal and external funding, Diana Ironside has been able to locate it IN the community, to have it accepted as an on-going public service. Projects have been mounted in Hamilton, Kitchener, London, Kingston, Saskatoon, Vancouver, Montreal and abroad, based on this experience. Arising in part from METRODOC have been services such as Learnex Skills Exchange, Learning Exchange of Vancouver, Edu-bank of Winnepeg and Saskatoon Calendar. Still in progress is a project to chronicle the story of METRODOC as a documentation of innovations and a model of one of the valid support systems of relevance to community-based education.

The charter of O.I.S.E. expressly directs that there be application of research to the field. One response of our Department has been in the "Building of a Professional Development Network in Adult Education through O.I.S.E. Field Centres". This network is proving to be a most valuable service as suitable new candidates are encouraged to enrol in our programs. The response to the Adult Education Alumni Conference two years ago attests to the power and importance of this network among our own graduates and their continuing relationships with O.I.S.E.

Just as an automobile is no better than its driver, so too education is no better than its practitioners. One research project which showed great promise was "CLUMP", Career Life Understanding for Mature Pracitioners. Unfortunately shelved for lack of funds after its first year, this study of seventy adult educators in community colleges across Ontario did produce a large number of publications and great enthusiasm in the field, as well as curricular materials and impetus for several thesis students. The educators were interviewed, using a battery of instruments, and all were keen to continue with a longitudinal study. Such basic research in education can produce a ripple effect which casts benefits far beyond its target group both in the field and with the O.I.S.E. community.

In many respects the major research within this Department must be considered the development of human resources, for in all course and thesis work, the often unstated but entirely pervasive goal is impact upon people. Within our model of interdependence in the learning community and given our large student population, the amount of true research which has immediate field application is impressive. It is not at all unusual for a student to apply the next day an insight gleaned in class the previous evening, or to come into a course with an explicit job related problem which can be solved by application of the collective exerptise of a number of people, faculty and students alike. Such activities do not appear in field development or research and development statistics, yet their impact is such that the Department of Adult Education at O.I.S.E. is world renowned and attracts students and visiting professors from all over Canada and abroad.

The tremendous expansion of educational resources has made counselling for continuing learning a great need, especially for those who completed their formal education some time ago. A pilot study in explicating this need and possible mode of meeting it was undertaken in years 10 and 11. Much of the investigator's time was spent in advocating the need for a counselling facility for adults in Metro to senior educational officers in Scarborough, and to member agencies of the Scarborough Agencies Federation. A comprehensive three-year proposal was prepared and investigated with the Department of Urban Affairs when, a week before submission, the experimental projects fund was frozen in an austerity wave of 1975. Subsequent changes in personnel in the Scarborough Board of Education, public library and agencies federation forced the proposal to lie dormant. The project proposal, and related documents have been useful to other investigators and instrumental in gaining Unesco funds for later projects.

It is not always necessary for a report of contracted research to be made fully public for its impact to be significant. A large grant from the Ministry of Education resulted in the production of a fine report on the Ojibway Community Education Project, undertaken by Dr. Draper in year 11. The report has had considerable impact by isolating certain educational practices which were not as successful or beneficial as thought, and allowing changes to be instituted without an inflammatory public discussion. When energies can be channelled into improving the services of an agency, holding publication of a report until more politically expedient can be considered valid. It is our expectation however, that the report will be published by the Ministry sometime in the foreseeable future.

Begun in year 11 with support from the Federal Government and other business enterprises, a new phase in the work of the Department was developed to meet the educational needs of business and industry. Known initially as the POSTD focus (Program of Staff Training and Development) and now called D.H.R. (Development of Human Resources), this focus has brought to O.I.S.E. a new professional student body whose influence has nurtured large numbers of trainers with little opportunity for direct contact with O.I.S.E. Several theses have been completed on research related to staff training and development, and requests for admission to the program have grown steadily. With the enhanced training of these professionals, research can be expected to be developed in that constituency which will in turn be increasingly valuable to the ongoing work within the Department.

Recognizing that the role of parenting is an important learning thrust for adults, our Department's interest in the family as educator led to a contract from the Federal Government for a survey of marriage and divorce counselling services in Ontario. The completed report has been distributed through the auspices of the Ontario Association of Marriage and Family Counsellors and the Federal Department of Health & Welfare. Several hundred copies have been sold which will hopefully have some impact on establishing clearer norms for such counselling in Canada.

With current trends suggesting that a prime role of a supervisor is to facilitate the learning of his staff, interdisciplinary research between applied psychology and adult education is basic to the improvement of supervisor roles. Phase I, II, and III of R.I.S.E. (Research in Supervisor Education) seeks to define the problem and improve professional skills. Still in progress, it is also a focus of at least one doctoral thesis, and greater direct impact is expected as the basic assumptions and theories become more clearly delineated.

The long association of O.I.S.E. Adult Education and the Colleges of Applied Arts & Technology (C.A.A.T.s) of Ontario has largely consisted of helping the colleges with teacher preparation courses and developing teacher-training materials and procedures. In the first five years of their operation, the Department assisted in at least fifty teacher training programs, and in some instances supported work in the field before the colleges formally came into being. Work has also been undertaken with Toronto area colleges to develop a program of professional development for college teachers, originally given by O.I.S.E., but later taken over by the colleges themselves. We now estimate that well over 500 C.A.A.T. teachers have completed degrees in our Department. Many others have attended seminars for college teachers and administrators at Confederation College in Thunder Bay as well as in universities in the Western provinces. Many of the early research projects of the Department were concerned with problems of the fledgling colleges and, at their request, representations were made to the Council of Regents, the Meetings of Presidents, and to the Commission on Post Secondary Education.

Of increasing importance in this era of wide ranging research and extensive government funding, is reliable evaluation of each project both to support its continuation and to suggest other areas of fruitful investigation. Dr. Dormer Ellis, within our Department has undertaken a wide range of evaluation studies. One of the most extensively funded projects was related to Franco-Ontarian schools and while the test instruments in mathematics and social sciences so developed were related directly to the school children, their value to the teachers in these schools was a primary goal of her work as an adult educator. Between 1972 and 1976 these projects received over $150,000 and resulted in the publication of seven significant articles and the development of materials still in use in the Franco-Ontarian schools. Dr. Ellis has also devoted a great deal of time to speaking to groups of these teachers about the project and its findings.

Rarely in any community is a longitudinal study of a complete cohort of one professional group available. The information developed by Dr. Ellis on a study of a complete cohort of engineers over a 21-year period has produced a number of papers and publications which have been presented to the engineering community. These reports have been instrumental in heightening the awareness of this profession for guidance counsellors, and university liaison officers, and latterly for the engineers themselves in understanding and planning their career paths and professional development.

With the increased awareness in the social sciences of the limitations of quantitative research, our Department has been in the forefront of developing and testing more qualitative modes of research. One small example is a project known as COMPARE (Comparison of Pro-Active Responsive Evaluation), undertaken by Dr. D. Abbey and his students. This type of participatory research in the Art Gallery of Ontario has implemented a new and different approach to evaluation of their programs. The A.G.O. has indicated interest in continuing such basic research into visitor experiences. Goal Attainment Scaling (G.A.S.) is another new evaluation technique which has been tested in courses 1108 and 1123, producing extensive original documentation. A monograph or research paper for other evaluators at O.I.S.E. or in the field will follow. While this research is still in progress, it gives promise of becoming a valuable instrument to help learners identify their learning goals, and to make decisions about their changing life-styles.

Two other areas of evaluation and survey are especially worthy of note here. One by Dr. L. Davie and Diana Ironside was commissioned for $6,772 by CODE and under the title of Educational Needs and Learning Conditions of Adult Learners (1978) produced a final report of extensive recommendations regarding the educational needs of not only mainstream adults, but also special populations such as older adults, women, immigrants, native people, and handicapped adults. Recognizing the increasing significance of the adult demand for education, this resource provides the essential data for policy planning and the use of school facilities to meet this need, and is currently being used in the review of continuing/adult education policy.

With the increase in the adult population as the post-war baby boom matures, and with the realization that although education has seemed to concentrate on the first fifteen years of schooling (overlooking the next sixty years of lifelong learning) awareness of social issues around adult education are increasingly important to the planning of social policy. Alan Thomas, Emeritus Chairman of this Department, has been particularly aware of the political demands and implications of adult education. Among his research projects is a study of Legal Education

Issues in Ontario funded for $20,000 in year 11 which has resulted in two O.I.S.E. publications, Teachers' Collective Bargaining in Ontario: An Introduction (1976) and Accidents Will Happen (1976), dealing with legal issues around teacher/board relations and legal obligations of teachers and school boards. Further work in this field is in progress and will be published later this year. Having spent six months of his current sabbatical in Australia, Dr. Thomas has spread the impact of O.I.S.E. philosophy there and this has become evident in an increase in student applications to us for graduate work and visiting privileges.

O.I.S.E. and University

Of a very special nature in the field of social policy and political issues in education has been the Paulo Freire Resource Collection for Studies in Cultural Action, developed in 1977 by Drs. Thomas and Kidd, and established in the O.I.S.E. Library. Dr. Freire, who came as a visiting professor in the summer of 1976, is an outstanding tour de force in the literacy development in underdeveloped countries. That he should have agreed to the development and establishment of his work as a collection at O.I.S.E. is a great tribute to us, as well as being the nucleus of a collection which will be increasingly valuable to the development of political sophistication in the third world. This English language collection is already being widely used by "Freire" communities in Canada and will be a world centre for study of his work and contributions.

A small scale project conducted in year 14 by Dr. L. Davie, who is now cross-appointed from this Department to the Graduate Studies Office, studied the decline in new part time summer session M.Ed. applicants at O.I.S.E. His findings have been directly used in decision-making related to summer school planning, advertising, and in clarifying the need for enrolment projections at O.I.S.E. Designed for internal O.I.S.E. use, it is the beginning for a number of on-going research and theses projects to facilitate policy decisions for effective planning.

Professor Draper has prepared an analysis of Adult Education Theses in Canada and his manuscript is now in press. This will serve as a reference book for all theses that have been done in our field in Canada. Further study of degree and non-degree research, undertaken with Institut Canadien d'Education des Adultes has helped to identify areas of need for adult education research in Canada.

Further return to O.I.S.E. and other academic communities of Toronto has come from the video-taped interviews which Kidd conducted with leaders in education and business on issues relevant to continuing education and lifelong learning. These tapes, funded by the Atkinson Foundation early in the history of O.I.S.E. (year 4), are available in our Library

In reviewing the number of projects we have done in the field of communications since then, it became clear to us that they do not fit into our geographic divisions. The impact of television has, of course, had a great effect on school populations, and even greater is its influence on adult learning since many busy adults learn mainly from work-related materials; turning to newspapers and late news programs for a quick overview of world and local events. Through the efforts of those interested in educational mass media, the term "literacy" is being expanded to encompass more than print literacy, and to include a critical and analytical approach to bias and propaganda of radio and video communications. Reg Herman's special interest in the media field has led to several projects relating media learning to lifelong education and basic adult education. He has produced video-programs and written about the community use of media for lifelong learning. The recognition of the value of voice inflections in establishing rapport, and the effectiveness of even a short sound movie in conveying information and impressions, are of particular importance as educators seek to reach large populations of adults with inadequate schooling.

Herman's film Innovations for Learning about the learner centered programs in the School of Architecture of the University of Toronto and the Medical School at McMaster have been well received and extensively shown, creating an awareness and interest in self-directed learning in post-secondary education. Such innovations call forth new and creative evaluation strategies; a special interest of Dr. David Abbey. His reputation in the communications field leads to requests for consultation, which enhances and spreads the impact of O.I.S.E. to this increasingly important field for educators. The PRIME project (Program of Research in Media Evaluation), internally funded for over $30,000 in years 7, 8, and 9, not only provided feedback to the CBC on "Sesame Street" (especially in assessing the French language version), but also has been the basis of a new and popular course in the Department and has spawned several theses, still in progress.

Summary Assessment

In a sense, it is difficult to summarize the contributions of of our Department's research over the past years, since it has been so wide ranging and, in some instances, thinly spread. However, it is clearly apparent that our initial efforts were focussed on providing curriculum materials for use in training adult educators both within our own system and beyond. While conscious of our international responsibilities and of serving the national expectations regarding our role as one of three doctoral programs of adult education in Canada, our primary consideration has been to probe problems related to the province of Ontario. Our work reflects that primacy of purpose as well as indicating where work has yet to be done.

Before leaving the nature of our contributions to adult education, we would be remiss not to highlight the exceptional contributions made to research through the exceptional calibre of thesis work completed by our students. Not only have they collaborated actively in research projects undertaken by faculty, but they have also made significant contributions in their own right. Hardly an area is without a thesis to support the work done in that sector and in many instances, several projects could be included. Our next responsibility is to ensure that the work done by these gifted graduates is published so that others can share in their remarkable contributions to the field of adult learning and education.

Future Directions

With the dawning of a new decade, it is inevitable that the prophets among us would be asked to speak wisely about the trends of adult education for the next several years and, in particular, the needs for research. Professor Kidd delivered such a speech a few months ago in Maryland, which is included here in its entirety as Appendix "B".

Rather than repeat or summarize what Dr. Kidd has so effectively written in his paper, let us simply add a few specific notations which apply directly to our Department.

While eclectic in nature and generally representative of the major interests within the field of adult education, a number of foci have developed within the Department which give expression to the three major functions of the Institute. These include:

1) International and Comparative Adult Education,
2) Teaching and Learning of Adults,
3) Developing Human Resources,
4) Educational Gerontology,
5) Adult Basic Education,
6) Evaluation,
7) Political and Social Issues of Adult Education, and
8) Family Studies.

While our research efforts have not been directly tied to these foci in the past, they now provide a structure for our Department to move ahead with a more comprehensive plan of research in the future. The challenge to respond with appropriate research projects in so many areas of need and interest is rather intimidating, given the reality of diminishing resources and fixed complement. Yet our tradition in adult education for pragmatic problem solving has been a long and colourful one. The need now is to respond creatively to extremely complex personal and social issues which have profound economic and political consequences. A good beginning has been made; much remains to be done.

May 1980

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

DEPARTMENT OF ADULT EDUCATION

SOME COMMENTS ABOUT RESEARCH RESPECTING NONFORMAL AND ADULT EDUCATION IN THE 1980'S

1. This short note will be limited to a consideration of research related to, or concerned with, nonformal and adult education because the Committee will receive many comments from those who are primarily interested in the formal school system.

2. The last field in which systematic research was organized is the field of adult education. However, in the past decade, significant amounts of research, of good quality, dealing with the education of men and women, and based on such concepts as lifelong learning, and recurrent education, have begun to appear, primarily in the countries of United States, Canada, Sweden, United Kingdom, Germany, the USSR, Czechoslovakia, and Jugoslavia. It is still true, however, that the amount of research carried on primarily by those engaged in adult education is still much less than research bearing on adult education, from such disciplines as psychology, sociology, anthropology, history, economics, biology, and such applied fields as nutrition, brain research, communications.

3. Research in the 1980's, respecting adult education, will need:

   a) to take into account present deficiencies.

   b) be related to, build on, utilize, and apply research, in these, or other fields.

   c) be informed with results from studies from all over the world.

   d) deal with the emerging status of nonformal and adult education, which is under change everywhere.

4. I have appended[1] some pages from a paper commissioned in the United States, which reviews some of the deficiencies of present research in adult education in North America. One need will be to overcome these deficiencies in style, method, goals, and communication impediments.

5. Some attempts are being considered to monitor what is happening in many disciplines that bear on adult education. Such a process, if successful, would contribute more than anything else to future success.

6. Primarily, through the International Council for Adult Education (with its headquarters at OISE in Toronto), an international consortium is being planned to achieve diffusion of results, and cooperation in research in nonformal and adult education. Such intergovernmental agencies, as Unesco, and ILO, will be involved in this project.

.....2

---

1) "Excerpts On The Present State and Future of Research in North America On Adult Education" Appendix "B" hereto.

7. Status Shifts

While the rate and degree of change varies tremendously, everywhere in the world nonformal and adult education is achieving new and increasing status. In the main, those responsible for planning, or funding research have not understood or responded to this new situation. Notable exceptions are the studies by Dr. Philip Coombs (on the "Crisis in Education", the second phase of which is soon to be published), the recent report of the Club of Rome, some Sector papers of the World Bank, and some efforts in such countries as Sweden, India, the USSR.

It is still true in Canada, and at OISE, that the kinds of studies required respecting adult education do not compete well with other projects. For example, it was impossible for the Department of Adult Education to obtain funds to study literacy and adult basic education a decade ago as it affected Canada, but only in relation to problems abroad. But, this is changing, and will change. It is also true that through the graduate programs offered at OISE, Université de Montreal, Guelph, Saskatchewan, St. Francis Xavier University, and the University of British Columbia, about a thousand people with formal training in adult education, and some competence in research, have been graduated. In the year 1965, it is probable that the number then available was ten.

8. Some of the Content Areas

Almost every subfield of adult education needs further research: five examples are selected for illustration.

Policy Research

The shifts in education are so far-reaching that policy studies that speak to the need for whole systems combining formal and nonformal education, over a lifetime, in recurrent patterns and modes, and emphasizing learner self-initiative, and self-direction, must be undertaken, along with other issues of policy that require examination.

Mathetics

Studies are needed that will lead to an integration of knowledge gained from many disciplines, towards the sciences of learning. A small beginning has been made in the Department.

Human Development Theory

Development theory is still deficient because most theories were concerned with, or were stated primarily by persons (Piaget, et al) who initially developed their formulations when they still considered that most significant developments stopped about year twenty. There now exists an array of theories, guesses, mythologies, and romances, about development, that need to be examined critically, brought into some form of creative synthesis, to provide parameters and guidance for further research.

.....3

Participation

The key word in the education report of the Club of Rome, as well as in proposals for research, in many proposals for economic change, and in most current political theorizing, is participation. (The most important rediscovery of the past two decades in adult education has been of self-directed learning.) However, much of what is said and written about participation at this stage may make a kind of poetic sense, but is too vague or confusing to be very helpful for planning and decision-making in education. It must be synthesized, integrated, explicated, tested.

Affective Domain

Despite the fact that this domain of educational research has received very much more recent attention than in earlier periods, there is still considerable work to be done throughout the domain.

9. In several of these areas, human development theory, for example, it would be possible to engage small teams of faculty and students, over a few weeks in summer, to bring together, and state carefully, the known, and order the kinds of enquiries that might then ensue. Such a step has already been proposed for the subfield of comparative adult education, with planned cooperation and shared resources involving OISE, Syracuse University, University of Wisconsin, and the University of British Columbia. We recommend some such cooperation, of institutions and disciplines, throughout the 1980's, not within permanent "think-tanks", but with a process of sharing that might last for periods of five years, or so, with sustained efforts by the same partner institutions.

J R Kidd

J.R. Kidd

April 1, 1980

APPENDIX "B"

EXCERPTS ON THE PRESENT STATE AND FUTURE OF RESEARCH IN NORTH AMERICA ON ADULT EDUCATION

FROM A PAPER
EDUCATION RESEARCH NEEDS IN ADULT EDUCATION
UNIVERSITY OF MARYLAND
FEBRUARY 2, 1980
J.R. KIDD

1. That adult education research

typically arises from problems that are selected because of the individual or idiosyncratic interest of the researcher, an enquiry undertaken for his or her personal advancement, and not about matters that are of greatest importance or significance for adult education, for education in general, or for society. From time to time, of course, attempts have been made to inventory a range of important questions that might provide guidelines for choosing research topics.

In contrast to typical behavious in North America, colleagues in developing countries, and in socialist countries, organize research around what are considered urgent group, community or national educational problems, those that can be characterized as decision-oriented or policy-research questions, rather than discipline-oriented or individual research questions.

2. We do not regularly and systematically monitor, learn from, apply or utilize that considerable corpus of research about learning theory and practice that is being generated in various social science research disciplines (except occasionally from psychology), or from humanities such as literatures or philosophy or comparative ideologies, or from such natural sciences as neurobiology, biochemistry, neurophysiology, and nutrition, or from scores of applied fields such as functioning and decay in the nervous system, communications, utilizing new technologies, etc. We even lack the appropriate languages and experience to retrieve these research findings and we have rarely noted the lack, organized the appropriate kinds of talents needed, or assigned tasks and responsibilities to those of us who might contribute.

3. We do not attempt in any systematic way to keep in touch with research in adult education and associated fields from other countries, even in such obvious places as Western, Northern and Eastern Europe. There have long been important research findings available from the United Kingdom and now increasingly from the Scandinavian countries. Important efforts are beginning to emerge in other continents as well. To take one large example, there is a National Institute on Adult Education Research in Leningrad, with 100 full-time professional Research Personnel, publishing regularly, and none of us have made individual or co-operative efforts to know about, translate or

utilize this accumulating body of knowledge. Another sizeable productive staff is maintained in Frankfurt by the German Folk High Schools.

4. Typically, we have looked at problems almost in isolation, as if in a traditional science laboratory, not questions that are present as part of a system or process, or having impact on economic and political realities. For example, the phenomenon of self-initiating, self-directed learning can be seen as idiosyncratic or as part of the ebb and flow of economic, social and political functioning. Put another way, learning is typically observed by us as an individual psychological or therapeutic activity and rarely as a social process.

5. That, while there has been an extraordinary improvement and refinement of methods and techniques in data collection and preliminary analysis (we have been very inventive and innovative in the mechanisms of our trade), there has been little improvement, if any, either in conceptualization at the early stage of a research enterprise or in thinking about the outcomes. We have developed elegant ways of counting noses, but we don't know what they signify. In contrast, one man, Paulo Freire, who has deeply influenced the thought and practice of adult education all over the world, conducts no research and speaks of himself as "journeying around the world, thinking about and illuminating the obvious". Freire has never used the fine techniques that we have perfected, but his ideas as well as his practice have had impact on policy and research as well as on methods and techniques. It is possible that we have not been sufficiently aware that consciencizing precedes successful study and action, although there is nothing very new about consciencizing except the term itself.

6. Despite some examples to the contrary, we have not made much use of the modes of research that are qualitative in the best sense, although there have been some recent examples of research that may fall under such terms as phenomenological, "grounded theory" or heuristic.

7. Despite good examples to the contrary, we have followed modes and practices in research which maintain it as our private or institutional preserve or possession and have not found many ways (such as in participatory research) where the millions of learners, particularly those that have not yet benefitted much from learning, can profit from our work or begin to utilize research for their own needs. It has been frequently noted, as well, that we have paid little serious or sustained attention, in research, to the learning needs of the poor, the under-educated and the handicapped.

8. That we have tended to ignore or reject history, that our modes of analysis are typically existentialist, based on the how and now. We do not learn much from past experience, we do not often examine experience over time (longitudinal studies) and therefore do not understand trends and are seriously handicapped to face or understand either the present or the future. It seems true that existentialist approaches may be satisfactory in dealing as therapy with mental ill health and yet be far from adequate for coping with the future of society.

9. Most research about adult learning has been carried out as if there was no theory of adult personality development. This is hardly surprising because the absence of well-established, articulated theories have tended to reduce or vitiate many research efforts. Unfortunately, there has been little concerted effort in adult education to utilize what theory exists or to add to the theoretical foundations.

10. We have noted earlier that much writing about research is as stylized as an airlines timetable, and only half as exciting.

The 1980's -- What To Do

If you accept the main directions of this analysis, it is not difficult to delineate the steps that should be taken. They are not easy steps because a level of cooperation is required that has never been attempted by us and some additional resources will be required at a time when financial support may be curtailed. However, the financial costs are comparatively modest and it is reasonable to argue that small increases in efficient and effective adult education and training will benefit both the economy and the emotional health of millions.

There will be no dearth of "how to" subjects or content, such as how to serve the under-educated billion men and women, how to increase motivation and the emergence of such qualities as will, ardour, love, sacrifice, endurance (none of them questions easily answered by recourse to a computor), how to relate work and leisure and value both, how to animate, increase, extend, and improve the quality of self-initiated, self-directed learning.

To improve both practice and research, there will need to be improved communication, back and forth, between the practitioners and researchers. This is as difficult to achieve as it is obvious it must be attempted, but your own meeting here in Maryland gives me the optimism that it can be done.

All of the practitioners will need to become much more competent in the languages of, and the application of, research; and thus more intelligent and more forceful in our assistance in planning for research. Like war, adult education research is too serious a matter to leave to the experts.

We should emphasize more qualitative kinds of research, in addition to (and not at the expense of) quantitative enquiry; of modes of participatory research, and plan and sustain some forms of long-term longitudinal research.

Together we must provide the financial and career supports so that all of us might engage at times in research, and some of those most gifted and best trained will involve themselves seriously around high risk, more socially useful problems, worthy of their training and of our high calling.

We must build the mechanisms not only to monitor all of the disciplines that offer creative insights about adult education, but also to learn from research of our colleagues in other countries. For this purpose the International Council for Adult Education is attempting to develop the structures and procedures, but will need the assistance of all of us.

More important, perhaps than structures and a refinement of techniques, or the improvement in technologies, will be to build a large concensus and commitment to adult ecuation, our calling and our mission--and its dedication to the growth and enlargement of all members of the human family. We need to remember that the greatest days of scholarship, in Athens or Elizabethan England, or during the "flowering of New England", were days, not of improved technical proficiency, but a time when men and women were united for large human goals and animated by mutual trust. Some advance in research in adult education in the 1980's is certain to come; but to reach our research potential we must use both brain hemispheres and all the powers that make us human.

REPORT

# of the

DEPARTMENT OF APPLIED PSYCHOLOGY

ANNUAL REPORT - YEAR 14, 1978/79

DEPARTMENT OF APPLIED PSYCHOLOGY

Introduction

What is the Department of Applied Psychology? In very general terms the Department of Applied Psychology is a collection of psychologists along with academic and general support staff who believe, and act accordingly, that psychological knowledge and the psychological discipline can be positively used to enhance human endeavours in educational settings. It is important to note that psychology includes a body of knowledge, however limited, and a particular methodology that is assumed useful in generating new knowledge. Paralleling this, our staff is actively involved in translating psychological knowledge such that it has relevance for human activities and they are also active, perhaps to a lesser extent, in an attempt to generate new knowledge and understanding. Instructional programs, research programs, and field activities have been organized to generate new knowledge and translate psychological knowledge into educational practice and how well these major activities or programs are integrated is open to question. Our staff has adopted the stance that we will integrate that which is integratable but will not become neurotically disturbed by failures to integrate activities that appear at some level to be unrelated.

The atmosphere in the department and the approach we take to the identification and resolution of problems is, not surprisingly, based on psychological principles. We have assumed that the best results will be obtained by encouraging individual faculty members to identify and research problems they think important and interesting. That is, we are more oriented to an emergent notion than a prior specification of objectives in detail. Obviously, there are many internal and external constraints placed on such a process, particularly in the area of instruction. However, there is some general feeling in our department that it is not always wise to attempt a careful specification of objectives and then make some cost-benefit analysis, although individual psychologists, of course, use such analysis to guide their own study, teaching and research.

The general chaotic state of psychology, and social sciences generally, is having an important impact on our staff activities and outlook. Within the social sciences during the past decade there has been a great deal of re-examination of epistemological issues and methodology. Serious thinkers in the area are quite concerned that the pool of knowledge in the social sciences is extremely limited and they have questioned whether or not the methodologies employed by the social sciences can yield useful knowledge. In some ways this makes for an exciting time but it can also be extremely unmooring. The very basis of our knowledge is being questioned and no suitable alternative has yet been developed. Our staff is cognizant of the difficulties and, indeed, are trying to resolve some of the issues and an extremely diverse set of procedures and models are being developed, criticized and applied without any one model gaining universal allegiance. In spite of the difficulties involved, it would appear that the use of available psychological knowledge and application of psychological methodology are promising approaches to some aspects of complex human endeavours. Under the circumstances it is important that any department of psychology be staffed with intelligent, dedicated individuals. The Department of Applied Psychology is fortunate in having a high percentage of such individuals.

Details regarding organization, staff, programs, activities, and concerns follow.

Organization

The department is organized into three divisions: Counselling Psychology, Educational Psychology, and School Psychology. Each division maintains a Program Planning Committee, consisting of all the faculty in that division plus an equal number of students, that is primarily responsible for admission of students, development of programs, and scheduling of instruction. A faculty member and student from each of the divisions plus the Associate Chairman and a research officer make up an Advisory Committee that works with the department chairmen with respect to all aspects of the department, including interrelating activities and future plans. Two other committees, Salary and Promotion and Research and Development Review, are also active. The organization and committee structure is summarized in Figure 1.

Staff. During the past year our staff consisted of about twenty-three faculty, thirteen research officers, two administrative officers, and several secretaries. A quick overview of faculty interests can be obtained by looking over the department's brochure.

Degree Programs. The department offers specialized programs in the following areas:

1. Counselling Psychology:

    Ph.D
    Ed.D.
    M.Ed. with specialization in Guidance and Counselling
    M.Ed. with specialization in Adult Education and Counselling

2. Educational Psychology

    Ph.D.
    Ed.D.
    M.A.
    M.Ed.

3. School Psychology

Ph.D
M.A. (School Consultant Option)

In addition to these programs, the department also offers a Master of Education for Special Purposes. This program allows a student to design a program around a specialized interest. Also, there are two Special Purposes programs available which focus on particular areas: M.Ed. for Special Purposes with an emphasis on Early Childhood Education; M.Ed. for Special Purposes with an emphasis on Multicultural Studies.

Research and Development and Field Activities. Faculty are encouraged to generate research projects growing out of an interaction between their interests and educational demands. As a result a variety of on-going projects have been developed. Field Development activities are largely informal arrangements between faculty members and educational institutions.

Major Activities

The major activities of the department can be summarized conveniently in terms of formal instructional and research activities. This neglects, of course, a host of activities such as course development, instructional innovations, non-funded research, writing and publications.

Instructional Activities. Tables 1 and 2 summarize student enrolment in the various programs. Some 148 students are enrolled full-time and 595 part-time. The overwhelming majority (111) of the full-time students are enrolled in the M.A., Ph.D., and Ed.D. programs. In contrast, most of the part-time students are enrolled in the M.Ed. programs.

Table 3 gives the number of students who were graduated during the 1978-79 academic year.

Research Activities. The total funded research in the department amounted to approximately $589,000; approximately $349,000 from internal sources and $240,000 from external sources. Thirty projects were supported. The titles of the projects are given below.

INTERNALLY FUNDED SMALL SCALE PROJECTS

Training Deaf Children
Validation of Communicative Competence
Inter-Racial Facial Recognition Test
Working Memory and General Intelligence
A Social Psychological Investigation
Treatment for Tension Headaches
A Behavioural Validation of a Measure of Academic Self-Efficacy

Infant Education for West Indian Immigrant Parents
Achievement and Human Worth - A Phenomenological Investigation
Ethnic Identity Study
Validation of Communicative Competence Model
Teaching Analysis Laboratory
Mother Infant Interaction: Physiological Measures of Response

INTERNALLY FUNDED LARGE SCALE PROJECTS

Matching Learner Characteristics with Educational Approaches
Interpersonal Coping Skills
The Development of a Pedagogy of Writing
The Identification and Enhancement of Self-Efficacy in Adolescent Females
Workshops in Role Playing Therapy with Depressed Elementary School Children
An Investigation of Teacher/Mediated Parent/Mediated Intervention with Depressed Children
Instructional Development

EXTERNALLY FUNDED PROJECTS

Learning Potential Assessment and Actualization
Intellectual Development from Infancy
Prospects for a Cognitively Based K-12 Expository Writing Curriculum
Assessing and Developing Cognitive Potential in Vocational School Students
Instructional Development
Tensions and Relations in Canadian Society
Instructional Development
Information Processing in Fluent and Beginning Reading
The Development of Literacy
Intellectual Development from Infancy to Adulthood

General Remarks

The Department of Applied Psychology appears to be in a steady state with a few exceptions noted below. Our staff continue to generate a variety of internally and externally funded research projects. A number of these are on-going projects involving one or more staff members. I think almost everyone will agree that the research projects underway deal with problems considered highly relevant by the educational community. As far as research is concerned I anticipate that we will continue to operate as we have in the past.

The demand for our instructional programs remains high and it appears that we will maintain the present enrolment level. Some change can be noted here. First of all, a slight change in enrolment patterns resulted from the Appraisals Committee of the Ontario Council of Graduate Studies recommendation that we cease enrolment in the Counselling Psychology Ph.D. program. We increased the enrolment in the Ed.D. Counselling Psychology program slightly to compensate for the loss in enrolment in the Ph.D program. I might say that individuals who expressed an interest in the Ph.D. program responded very positively to the Ed.D. program. I might also add that the Canadian Association of University Teachers set up an Inquiry Committee to investigate the procedures followed by the Appraisals Committee. The Inquiry Committee has completed its report and it will be considered by CAUT sometime this year. The outcome is, of course, uncertain but the Inquiry Committee report is favourable to us. Some of the ambiguity here was generated because the ACAP Committee of OCGS contradicted the Appraisals Committee recommendation by judging our Counselling program outstanding when compared with other Counselling Psychology programs in Ontario.

In very general terms we have managed with the funds provided but that is due, to a large extent, to the fact that we adjusted our program in terms of resources available. I find it very difficult to say whether or not we should increase or decrease our programs and thus use more or less of the resources available. However, it must be recognized that the Department of Applied Psychology is an integral unit of a more elaborate system and if changes in the activities of the Department of Applied Psychology, including changes in resources, are made, it will affect the system as a whole. For example, if through some budgeting procedure it were decided that we could not justify maintaining the Department of Applied Psychology and then quite logically closed it down, the results for the Institute would be disastrous. It is important that Budgeting Committees view the Institute as a complex system.

Figure 1. Department of Applied Psychology Organization and Committee Structure

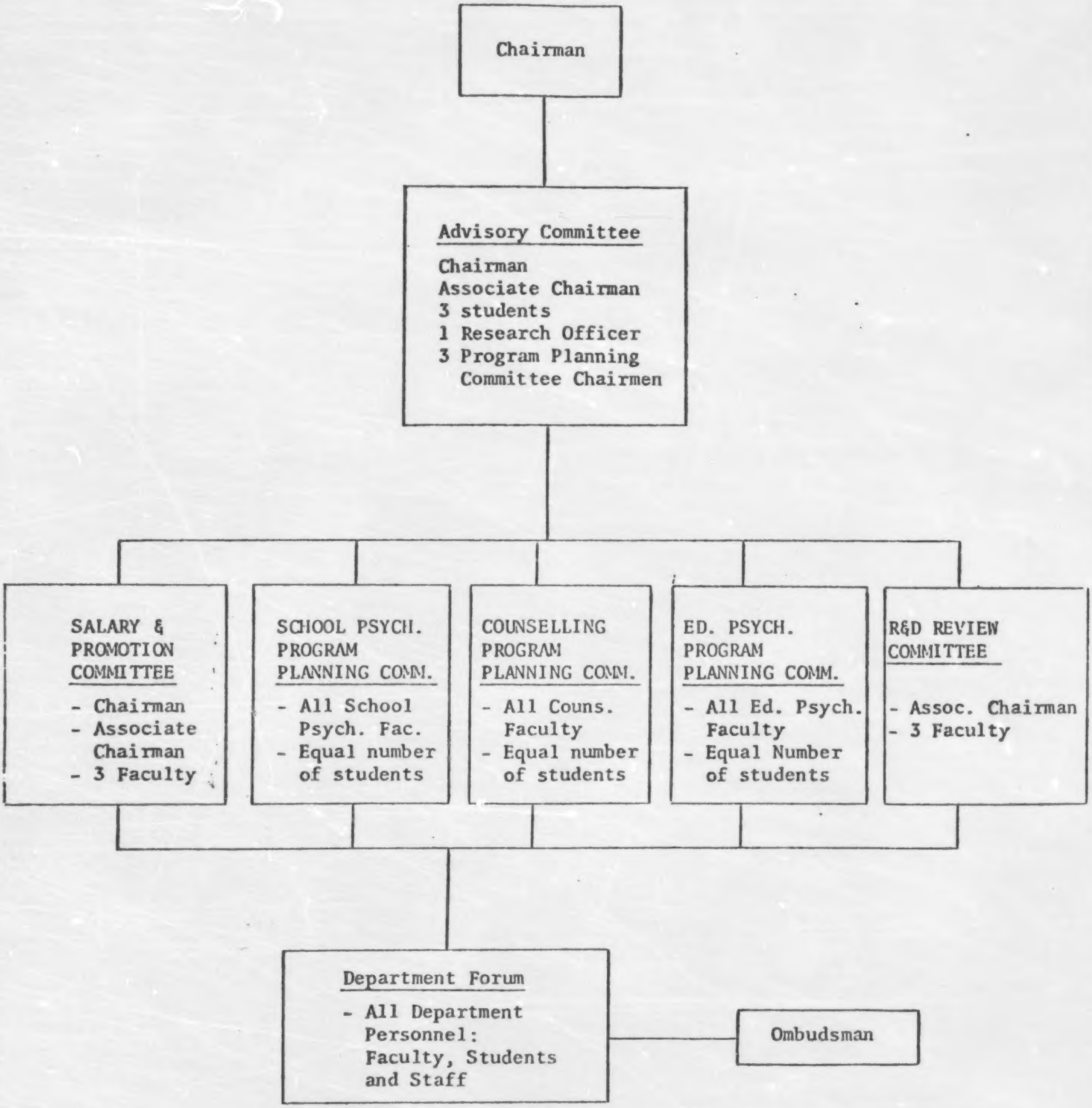

Chairman
Advisory Committee
Chairman
Associate Chairman
3 students
1 Research Officer
3 Program Planning Committee Chairmen
SALARY & PROMOTION COMMITTEE
- Chairman
- Associate Chairman
- 3 Faculty
SCHOOL PSYCH. PROGRAM PLANNING COMM.
- All School Psych. Fac.
- Equal number of students
COUNSELLING PROGRAM PLANNING COMM.
- All Couns. Faculty
- Equal number of students
ED. PSYCH. PROGRAM PLANNING COMM.
- All Ed. Psych. Faculty
- Equal Number of students
R&D REVIEW COMMITTEE
- Assoc. Chairman
- 3 Faculty
Department Forum
- All Department Personnel: Faculty, Students and Staff
Ombudsman

Table 1. Full-Time Program Enrolment for 1978-79

	Division				
Degree	Counselling	Educational	School	Special Purposes	Total
M.Ed.	30	1		6	37
M.A.-1		11	6		17
-2		5	9		14
Ph.D.-1	7	1	1		9
-2	12	7	5		24
-3	15	10	8		33
Ed.D.	7	7			14
TOTAL	71	42	29	6	148

Table 2. Part-Time Program Enrolment 1978-79

M.Ed.	480
M.A. *	34
Ph.D. *	49
Ed.D.	29
Special Students	3
TOTAL	595

*Post-resident

Table 3. 1978-79 Academic Year Graduates

Ph.D.	22
Ed.D.	3
M.A.	16
M.Ed.	101
TOTAL	142

AN-45

RESEARCH AND DEVELOPMENT ACTIVITIES
OF THE
DEPARTMENT OF APPLIED PSYCHOLOGY

I wish to emphasize again, as I did in the Annual Report, that the Department of Applied Psychology has not attempted to organize coherent research programs. Rather than attempting to focus faculty members' attention on selected areas of research, research activities have been permitted to emerge as a result of the interactions of the faculty members' interests and problems confronting them. In looking over the research activities during the past several years, it becomes evident that systematic thrusts have emerged.

In what follows I will try to highlight the general themes in the research activities of our department. In doing so, it is helpful to think in terms of two kinds of research: Small Scale activities and the Large Scale projects. The Small Scale research activities involve funds of $2,000 or less and dozens of such projects have been funded in the department. A sample of the kinds of projects funded is given in the Annual Report and I will not provide a list of such projects here. It is fairly obvious from an inspection of the kinds of Small Scale projects reported that the kinds of projects are the ones expected to be carried out by a group of psychologists focusing on social problems. Much of this research is of an applied nature but there is also considerable research concerned more with theoretical issues. Our department has followed a policy of encouraging staff members to exercise their interests somewhat freely in proposing Small Scale projects. It should also be noted that a number of these projects are related closely with graduate students' activities. In other words, I regard the Small Scale activities as particularly relevant to the development of staff and students. The impact of Small Scale research activity has been largely through graduate students and to some extent through publications and thus an impact on peers. I think it accurate to say that these activities have had little direct impact on formal education activities. This seems quite understandable in light of staff exercising their own interests and the relatively small amounts of money involved. It is, of course, completely obvious that the translation of psychological notions into workable programs is a costly affair.

In commenting on Large Scale projects, it is convenient to do this separately for the three divisions: Counselling, School Psychology, and Educational Psychology. Not surprisingly, the divisions of Counselling and School Psychology have carried out much less research than Educational Psychology. The reasons for this are perhaps also obvious. One of the major reasons is simply that Counselling and School Psychology staff are heavily involved in supervision of practicum activities. Many of the courses in the two divisions involve individual supervision of student clinical and counselling activities. Interest of the staff is also important in that many individuals who choose Counselling and Clinical activities are less interested in formal research than individuals who opt for Educational Psychology.

In the Division of Counselling Psychology three organized research activities can be identified. One of the projects is more of a focus than the other two. This particular project was concerned with developing an alternative approach to counselling which emphasized a fairly direct form of diagnostic work and teaching of social skills. At one time or another, just about every faculty member in the Division of Counselling Psychology has been involved in this project. This particular project includes both conceptual and programmatic aspects. Both the conceptual and programmatic aspects have been integrated into graduate instruction and a large number of students have now been exposed to this approach to counselling. In addition, some 15 to 20 theses have been concerned with aspects of this approach to counselling. The program developed by this research project has not yet been widely distributed but a commercial firm has indicated a willingness to invest sufficient funds in order to develop a usable program.

Within the Counselling Psychology division Dr. Wine's work with social anxiety with particular reference to adolescents can also be regarded as a ongoing focus of research. The other focus is the one developed by Dr. Wolfgang who has emphasized nonverbal behaviour and multiculturalism variables. Both of these activities have attracted a number of students and some publications have resulted. I think it accurate to say that the major influence has been through graduate students.

Within the Division of School Psychology two coherent activities can be identified, one clearly research and the other more of a demonstration and instruction project. The research project is the one developed by Drs. Friedman and Miezitis which has been concerned with the identification of depressed children, the increased understanding of depression, and the development of programs to modify depressed behaviour in a prosocial direction. This particular project has produced some publication but the main significance of the project has been the development of a comprehensive approach to identifying children who can profit from special experiences and the specification of the experiences that are irrelevant to this. Dr. Butler, a member of the team, has given dozens and dozens of workshops around the Province of Ontario. In addition to the direct contact with school personnel, the project has stimulated considerable research on the part of graduate students. I should also indicate that the findings from the project have been incorporated into the instructional program in School Psychology

The other project in the Division of School Psychology is the psychoeducational school project developed by Dr. Weininger. In one sense this is a demonstration project where many students have had an opportunity to work intensively with emotionally disturbed children.

It has, in fact, been an ideal practicum setting. In addition, the project has generated some research on the part of Dr. Weininger and his students and a number of publications flowed from the activities. Students obviously have been influenced by the work demonstrated and the experiences obtained and a number of individuals from the community have visited the school and gone away impressed.

As I indicated above, clearly developed lines of research have taken place in the Division of Educational Psychology. Five major research activities can be identified: four of them primarily concerned with cognitive development and information processing and the other one concerned with interactions between teachers, methods, and student characteristics. All of the projects have yielded extensive publication and have, in turn, influenced the thinking of academics in the field. In addition, substantial material affecting school programs has now been developed and the contact with school personnel has been fairly extensive. All of the projects are of high quality and have been recognized as such throughout the world. Dr. Bereiter and his group has, for a long time, been concerned with development of programs to enhance comprehension, the development of conceptual skills, and influence thinking generally. In the earlier stages, much of this work was largely programmatic but in more recent times, Bereiter and his colleagues have focused on developing a conceptual framework to accompany their programs. This is clearly evident in the last project concerned with developing a cognitively-based curriculum in writing. Here, we can see not only development of curriculum materials useful in teaching writing but also significant theoretical development. Until recently, and it still may be true, the Toronto based writing project was regarded as the single most important research project concerned with understanding and teaching writing. Much of Dr. Bereiter's work has been published and promoted by commercial enterprises and I am quite confident the same will happen to the writing project.

A long term and extensive research project concerned with understanding language, the role of language in comprehension, and the development of language skills has been developed by Dr. Olson. Dr. Olson's contribution is perhaps more conceptual than curriculum oriented. I think it accurate to say that curriculum materials will likely flow from his work but they probably will not be developed by Dr. Olson. Dr. Olson has published a great deal of material and his research and theoretical contributions have received world-wide attention.

Dr. Case, a young professor, has achieved world-wide reputation in the area of intellectual development and he is well on his way to completing a book on the topic. Dr. Case has combined, very nicely, research, theoretical development, and the development of strategies in helping youngsters enhance their cognitive development. In addition to the theoretical aspect, Dr. Case's work has many practical implications and, fortunately, his theoretical notions are such that it is possible to translate the ideas into materials that are useful.

Dr. Fowler has carried out extensive research in the area of infant development, including procedures for enhancing such development. Again, I should say this is primarily in the cognitive area. In addition to many publications, Dr. Fowler has produced two books. In addition to the books, it is quite likely that the programmatic material developed will be further developed and distributed by commercial publishers.

A somewhat different kind of research but equally well known, has been carried out by Dr. Hunt for a number of years. He started with research concerned with the interaction between methods or styles of teaching and student characteristics. Needless to say such research turned out to be exceedingly difficult and the original advocate of such research, Dr. Cronbach, has since decided that it is too difficult to carry out. Dr. Hunt has switched from his original approach to a sharper focus on the mutual interaction of teachers and students. This goes somewhat beyond or is slightly different from his original orientation. Dr. Hunt's work has received a great deal of attention through individual contact and publications. He has spent considerable time in the schools carrying out his research and demonstrating his approach to students and teachers.

This has been a somewhat brief commentary on the research activities in the Department of Applied Psychology but I think it represents fairly well what can be regarded as sustained research efforts. Again, I wish to repeat that a great deal of research in varied and smaller forms is carried on. This research is quite similar to what you would find in any department of educational psychology staffed with alert individuals.

AN-49

DEPARTMENT OF APPLIED PSYCHOLOGY

August 1979

M.A. THESIS COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1967			
BAKER, Nancy	The Influence of Some Task and Organismic Variables on the Manifestation of Conservation of Number	Ed. Psych.	Sullivan
KLEIN, Joel	The Risk Taking Behavior of Underachievers	Counselling	Laxer
WAGHORN, Lesley	Inducing Conservation of Substance Through Different Degrees of Film Modelling Explanation	Ed. Psych.	Sullivan
1968			
CASE, T. Robert	An Analysis of Difficulties Encountered by Disadvantaged Children in Solving a Visually Represented Problem	Ed. Psych.	Bereiter
GULPERS, Harry	An Experimental Acceleration of The Concept of Density	Ed. Psych.	Olson
SNEYD, M. Laura	Reading Retardation and Psycholinguistic Skills	Ed. Psych.	Shipe
SWARTZ, Faye	I.Q. Divergent Thinking Ability and School Achievement in Tenth Grade Boys	Ed. Psych.	Shipe
WINE, William	A Cybernetic Approach to Communication	Ed. Psych.	Olson
1969			
BRAY, Ruth	An Examination and Revision of the Brown "It Scale for Children"	Counselling	Ausubel
BULSTEIN, Rochelle	A Developmental Investigation in Preference for Collative Variability	Ed. Psych.	Day
CHRISTOPHER, Carol	Hereditary Versus Environmental Determinants of Intelligence: Recent Developments in an Old Controversey	Sch. Psych.	Brison
CRAWFORD, Gail	A Developmental Investigation of Changes in Response to Visual Complexity	Ed. Psych.	Day
CROSBIE, Diana	The Effect of Organization, Both Grouping and Superordinate Classification, on the Development of Memory in Young Children	Ed. Psych.	Olson

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1969 - cont'd.			
HENNINGER, Polly	Infant Problem Solving	Ed. Psych.	Fowler
HORNE, Kathryn	English as a Second Language in Metropolitan Toronto	Sch. Psych.	Silverman
McLACHLAN, John	Individual Differences and Teaching Methods in Student Interpretation of Modern Art	Ed. Psych.	Hunt
SMITH, Howard	Effects of Situational Arousal on Paired-Associate Learning	Ed. Psych.	Henderson
TOMLINSON, Peter	The Differential Effectiveness of Three Teaching Strategies for Students of High and Low Conceptual Levels	Ed. Psych.	Hunt
1970			
BYRNE, Niall	Political Orientations of Canadian Urban Elementary, Junior High and High School Students	Ed. Psych.	Sullivan
CARGILL, Isabel	An Investigation of Cognitive Development Among Infants on a Canadian Indian Reservation	Sch. Psych.	O'Bryan
COOPER, Deborah	The Effects of Instructions and the Correction Procedure on Conditional Discrimination Learning in Preschool Children	Ed. Psych.	Castaneda
CORBIN, Shauna	Effects of Role-Playing on Attitude and Behavior Change and the Differential Effects of Videotape Playback	Sch. Psych.	Christensen
ESSON, Joanne	An Investigation of Early Learning	Ed. Psych.	Fowler
GOLDENSON, K.	Cognitive Development of Indian Elementary School Children on a Southern Ontario Reserve	Sch. Psych.	O'Bryan
HILL, Grace M.	The Effect of Mode of Presentation, Age and Reading Ability on Immediate Memory	Sch. Psych.	Henderson
HOPKINS, Judy	The Effects of Social Reinforcement, Motive for Success, and Motive to Avoid Failure on Behavioral Rigidity in Educable Retardates and Normals	Sch. Psych.	Shipe

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1970 - cont'd.			
JENNINGS, Shirley	A Review of the Most Recent Studies Relevant to Retarded Reading Viewed as a Learning Disability	Sch. Psych.	Silverman
KANE, Thelma	The Effects of Age and Years of Schooling on the Development of Number Concepts	Ed. Psych.	O'Bryan
LAMBERT, Elaine	The Effects of Involvement and Source Valence on Reactions to an Anti-Canadian Communication	Sch. Psych.	Sullivan
LI, Janet	A Comparison of Written Work Performance by Chinese Bilingual and Canadian Monolingual Children in Grades Five and Six	Sch. Psych.	O'Bryan
McMORROW, K.H.	Moral Development and the Acquisition of Conservation in Montessori Children	Sch. Psych.	Miezitis
MOCK, Karen	The Effects of Frustration and Failure on Subsequent Behavior	Ed. Psych.	Henderson
NOY, Joyce	An Examination of the Utilization of a Data Bank Storage and Retrieval System on Biographical Data for Students of Differing Conceptual Level	Ed. Psych.	Hunt
PIKE, Ruth	The Relationship of Maternal Behaviors to Children's Question-Asking	Ed. Psych.	Bereiter
PULLAN, Dorothy	Effects of Goal-Setting and Independent Acceptance of Responsibility on Reading Performance	Ed. Psych.	Narrol
ROSEN, Theodora	A Comparison of the Figural-Cognitive Abilities of Eleven and Twelve Year Old Average and Disabled Readers	Sch. Psych.	Shipe
ROSSER, Mary	An Investigation into the Information Processing of Children at Different Grade Levels	Sch. Psych.	Henderson
RUDOMINER, Rayna	Self-Reliance, Initiative, and Mastery of Montessori and Non-Montessori Trained Pre-School Children	Sch. Psych.	Henderson

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1970 - cont'd.			
SUTTON, Judith	Teachers' Knowledge of I.Q. and Subsequent Pupil Academic Achievement	Sch. Psych.	Miezitis
WAGMAN, Barbara	Preschool and Childhood Cognitive Development of Indians at Curve Lake Reserve	Sch. Psych.	O'Bryan
1971			
AGES, Sandra	The Effects of Overt Verbalization on a Recognition Task with Six Year Old Children	Sch. Psych.	Olson
BELL, Diane	An Overview of the Literature on the Effects of Institutionalization on the Intellectual Functioning, the Achievement Motivation and Self-Concept of Children	Sch. Psych.	Weiser
BENNETT, Beverly	A Group Program of Infant Stimulation Stressing Maternal Participation	Ed. Psych.	Fowler
BERGER, Judy	The Effects of Uncertainty and Anxiety on Incidental Verbal Learning	Ed. Psych.	Weiser
BISZTRICZKY, Margaret	Conceptual Tempo: Implications for Education and Research	Sch. Psych.	Christensen
BOURQUE, Guy	Effects of Direction of Attention on Reading Speed and Reading Comprehension of High Anxious and Low Anxious Students	Ed. Psych.	Henderson
BUTLER, Lenora	The Relationship of Analytical and Global Cognitive Styles to Performance on a Reading Comprehension Task Involving Structured and Unstructured Material	Ed. Psych.	Hunt
CHAN, Randolph	Conceptual Level as a Determinant of Varying Persistence Patterns to Differential Feedback	Ed. Psych.	Hunt
CHUBB, Peter	The Effect of an Incentive System and of Perceived Reinforcement Locus Upon Goal-Oriented Reading Rates	Sch. Psych.	Narrol

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1971 - cont'd.			
COHEN, Joshua	The Relation Between Philosophical Epistemology and Piaget's Investigations	Ed. Psych.	O'Bryan
COOK, Donald	A Review of Family Interaction Research	Sch. Psych.	Weininger
DANAHER, Mary	Discovery and Rule-Example Task Presentation to Students of High and Low Curiosity	Ed. Psych.	Day
DAVIS, Clinton	The Effects of Videotape Playback on Immediate and Delayed Change in Student Teachers' Beliefs About Behavior	Sch. Psych.	Christensen
FORD, William	Communication of Information in Children's Language	Ed. Psych.	Olson
GRESSON, Aaron	Trainee Perception of the Handicapped and Affective Skill Training: A Critical Analysis	Sch. Psych.	Weininger
HIDI, Suzanne	Ego Development and Motivation	Ed. Psych.	Sullivan
JOHNSON, Ross	Attitude Change as a Function of Forewarning and Length of Exposure to a Persuasive Message	Ed. Psych.	Hunt
JOYCE, Frances	A Comparison of the Immediate and Delayed Effect of Timing of Punishment on Resistance to Temptation	Sch. Psych.	Christensen
KATZ, Beverley	Teacher Training and Implementation of Conditioning Procedures for Classroom Management in Elementary Public Schools	Ed. Psych.	Narrol
KATZ, Teresa	Effects of the Presence of Typewriters on Performance of Grade One Pupils	Sch. Psych.	Christensen
KUPLOWSKY, Olga	French-English Bilingual Education for Ethnic Minorities	Ed. Psych.	Stern
PERANSON, Deanna	Expectancy Effect and the School Psychologist's Recommendations	Sch. Psych.	Dockrell
REID, Donna	The Teaching of Behavior Modification Procedures to Elementary School Teachers: Two Different Training Programs and Their Effects	Sch. Psych.	Narrol

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1971 - cont'd.			
RUBENSTEIN, Arnold	The Validity of Human Figure Drawings in Clinical Psychological Practice	Sch. Psych.	Weininger
SHOOTER, James R.	Effects of Motivational and Personality Factors on Level of Aspiration and Performance Task	Ed. Psych.	Day
SPEARS, George	Moral Relativism and Absolutism in the Development of Principled Moral Thought	Ed. Psych.	Sullivan
1972			
ADAMS, Virginia	An Investigation of Adolescents' Decisions Between Alternative High Schools	Ed. Psych.	Hunt
BADCOCK, Melinda	Changes in Attitudes and Practices or Parents of Pre-School Children After Training in Child-Management	Sch. Psych.	Narrol
BIALYSTOK, Ellen	Why Nouns are Acquired Before Adjectives	Ed. Psych.	Olson
BIELAWSKI, Raymond	A Study of Perceived and Reported Parental Attitudes and Their Effect on Boys' and Girls' Academic Achievement	Sch. Psych.	Weininger
CHAIET, Rhonda	The Relationship Between Type of Training in Techniques of Behavior Modification and Teachers' Conceptual Models of Behavior	Sch. Psych.	Christensen
HURST, Paul	Family Grouping in British Primary Education: 1930-1967	Sch. Psych.	Weininger
LAZAR, Henry	Moral Judgment Reasonings: Relationships Among Their Comprehension, Preference and Development	Ed. Psych.	Sullivan
LIFSHEN, Linda	Perceptual Handicap, Minimal Brain Dysfunction, Learning Disability... or Whatever	Sch. Psych.	O'Bryan
MARCOVITCH, Sharon	Follow-up of Behavior Modification Consultation Offered by School Psychology Graduate Students to Primary School Teachers	Sch. Psych.	Narrol
MORRIS, Julius	Child's Play and Play Therapy: A Review of the Literature	Sch. Psych.	Weininger

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1972 - cont'd.			
MUNN, John	A Comparative Study of Auditory Retention in a Group of Hydrocephalic Children	Sch. Psych.	Weininger
PALEF, Susan	Impulsivity-Reflectivity and the Teacher Expectancy Effect in the Classroom	Sch. Psych.	Miezitis
PINKUS, Joan and PURKIS, Sandra	Conceptual Tempo and Pupil Pull: The Effect of Student's Conceptual Tempo on the Teacher's Instructional Style	Sch. Psych.	Miezitis
RAAMAT, C. Joy	An Overview of Berlyne's Work in Curiosity and the Implications for Education	Sch. Psych.	Miezitis
RANKIN, Patricia	The Empirical Evaluation of a Humanistic Teaching Program for Primary Grade Children	Sch. Psych.	Bereiter
SHAW, Susan	Attitudes Toward School and Self Among Elementary School Pupils	Sch. Psych.	Narrol
SPRING, Mary	An Experimental Investigation of the Effect of Conflict on Verbal Learning	Ed. Psych.	Day
STEPHENS, Vicki	The Nursery School Program and its Influence Upon Later Scholastic Achievement and Social Adjustment in Elementary School	Sch. Psych.	Weininger
WALE, Donald	A Developmental Measure of the Analytic and Integrative Cognitive Styles	Ed. Psych.	Fowler
WILLSON, Sheila	Effects of Directed Inquiry on Perception of Museum Objects	Ed. Psych.	Bereiter
1973			
AITKEN, Helen	The Etiology of Stuttering	Sch. Psych.	Friedman
AZOULAY, Phyllis	Self Concept in Pre-School Children	Sch. Psych.	Weininger
BAKER, Janice	Comparative Study of Classroom Learning Environments	Sch. Psych.	Miezitis
BARKER, Stephen	Childhood Neuroses: Methods and Problems in Nosology	Sch. Psych.	Friedman

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1973 - cont'd.			
CIBIRI, Stephen	Effects of Guessing and Delay of Feedback on Retention of Correct and Incorrect Response Alternatives	Ed. Psych.	Henderson
HILDYARD, Angela	Children's Comprehension of Negation	Ed. Psych.	Olson
HODAPP, Timothy	The Development of Political Thinking in Adolescents	Ed. Psych.	Sullivan
KIRSH, Sharon	Sharing Information Among Alternative Schools: Problems and Strategies	Ed. Psych.	Hunt
LISWOOD, Margaret	Teachers' Expectations and Behavior as a Function of a Student's Social Class and Performance	Ed. Psych.	Quarter
MAKIN, Judith	Performance of Inner City and Middle Class Children on Feuerstein's Learning Potential Assessment Device	Sch. Psych.	Narrol
NICKERSON, Rand	The Relationship Between Individual Biases in Verbal and Non-Verbal Processing and Success in the Specific Learning Tasks Involved in Word Identification	Ed. Psych.	Olson
PEACOCK, Susan	Creative Thinking, Attitudes, Interests and Social Relationships of Students in an Open Programme School	Sch. Psych.	Miezitis
POLCZ, Asta	Effectiveness of High and Low Structure Pre-Service Training Programs as Related to Teacher's Conceptual Level	Sch. Psych.	Miezitis
ROBERTSON, Lynda	Individual Differences and Teaching Methods in Student Interpretation of Modern Art: A Replication	Ed. Psych.	Hunt
ROGERS, Douglas	Interpersonal Distancing Behavior in the Grade One Classroom	Sch. Psych.	Weiser
SANDOMIERSKI, Moya-Colette	Father Role and its Relationship to Child Development	Sch. Psych.	Friedman
SINGER, Kathryne	Conventional Versus Dynamic Models of Intelligence Testing in Relation to Piaget's Theory of Intellectual Development	Sch. Psych.	Narrol

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1974 - cont'd.			
PRUDEN, Garry	The Relationships of Verbal and Visual Modes of Information Processing to Initial Reading Ability	Ed. Psych.	Henderson
ROCHMAN, Gail	Acceleration of Conservation of Continuous Quantities Through the Use of Aptitude Treatment Interactions	Ed. Psych.	O'Bryan
ROLLERSON, Helen	Symptomatology of Childhood Depression, and Classroom Observation Instruments for Primary Grades	Sch. Psych.	Miezitis
SCHWARTZ, Barbara	An Empirical Trend Analysis and a Survey of Journal Usage in School Psychology	Sch. Psych.	Orme
SHARKEY, Paul	Educational Television for Pre-School Age Children	Ed. Psych.	O'Bryan
SUTCLIFFE, Margaret	Ideals and Realities in Pre-School Settings: The Relationship Between Theory and Practice in Early Childhood Care	Sch. Psych.	Quarter
THOMAS, Martyn	Reading Rate Changes in 34 Elementary School Pupils Under Differing Feedback and I.Q. Conditions	Sch. Psych.	Narrol
TURNBULL, Sarah	Alphabet Knowledge and Initial Reading Skills	Ed. Psych.	Henderson
WILENSKY, Marshall	An Investigation of the Motive to Avoid Success in High School Students	Ed. Psych.	Quarter
1975			
ADAMS, Stephen	Adventure Programs and Their Influence on Personality Development: A Critical Review	Sch. Psych.	Orme
BIRD, Marlene	Learning by Discovery: A Critique of Theory and Research	Sch. Psych.	Miezitis
BOGNAR, Carl	I.Q. Stability of West Indian Immigrant Children in Special Education Classes	Ed. Psych.	Quarter
BOSWELL, Diana	Speech Perception in Low Birth Weight Infants	Sch. Psych.	Narrol

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1975 - cont'd.			
CHITEL, Eleanor	The Effects of Incorporating Reward in an Intellectual Assessment Procedure	Sch. Psych.	Friedman
COLALILLO, Guiliana	Culture Conflict in the Adolescent Italian Girl	Ed. Psych.	Henderson
COLE, Ester	An Examination of the Term "Cultural Disadvantage" and its Implications for Pupils, Teachers and Parents	Sch. Psych.	Narrol
CRAWFORD, Barbara	Cerebral Asymmetry and Lateral Specialization in Learning Problems: A Review	Sch. Psych.	Friedman
GILLIS, Lynette	Critique of Creative Problem Solving Programs: Implications for Research and Educational Practice	Sch. Psych.	Miezitis
HANNA, Judith	A Critical Evaluation of the Literature on Internal-External Locus of Control and a Tentative Hypothesis Concerning the Antecedents of Internal-External Controls	Sch. Psych.	Orme
MACEWAN, Jane	Learning Improvement in Autistic Children by Means of Relaxation Training	Sch. Psych.	Narrol
McKILLOP, Brian	The Self-Fulfilling Prophecy in Education: The Teacher Variable	Ed. Psych.	Quarter
MAINVILLE, France	Peer Relations of Hyperactive Children	Sch. Psych.	Friedman
MORRISON, Brent	Exceptional Children: Integration Versus Segregation	Sch. Psych.	Friedman
MURRAY, William	An Examination of Some Theories of Delinquency	Sch. Psych.	Friedman
POLLOCK, Nathan	The Mother as a Mediating Influence in the Adjustment of the Fatherless Child	Sch. Psych.	Friedman
SINGER, Bonnie S.	Cooperative and Competitive Behavior in a Classroom Setting: A Participant Observation Study	Ed. Psych.	Quarter

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1975 - cont'd.			
WILLIAMS, Richard	The Effects of Group Contingencies and Consequences on Classroom Conduct and Accuracy	Sch. Psych.	Narrol
WILKINSON, J.H.	Internality as a Determinant of Leadership Style	Sch. Psych.	Miezitis
1976			
DIMITROFF, George	Attribution Theory and the Partial Reinforcement Effect	Ed. Psych.	Bereiter
DONOVAN, Patricia	Formative Research in Televised Reading Programs for Children	Ed. Psych.	O'Bryan
ECONOMOPOULOU, Eleoussa	The Assimilation of the First Generation Greek Pre-Adolescent of Toronto	Ed. Psych.	Wolfgang
GARMAN, Hattin Lisa	Modification of Teacher and Student Behavior Through Use of Probing Techniques	Sch. Psych.	Orme
GOUDEY, Jennifer	A Study of Teacher Attitudes and Their Perceptions of Grade One Students	Sch. Psych.	Miezitis
HARTLEY, Louise	Effects of a Cognitive Remediation Programme on the Reading Performance of Culturally Deprived Children	Sch. Psych.	Narrol
KAMBERK, Mary	A Study of Objective and Social Decentering with Mildly Retarded Children	Sch. Psych.	Sullivan
JONES, Janet	The Effects of a Program of Creative Dramatics on Aspects of Social Functioning of Grade Three-Four Children	Sch. Psych.	Weininger
KINOWSKI, Krystyna	Parent Understanding of Satisfaction with the Reporting Interview	Sch. Psych.	Friedman
LANSDELL, Clyde	Moral Education in Ontario - Past, Present and Future (An Example of How Social Change is Effected)	Ed. Psych.	Sullivan
MANN, Varda	Draw a Person Test - A Re-examination of Norms	Sch. Psych.	Weininger

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1976 - cont'd.			
MASTERTON, Brooks	Television Violence and Its Desensitizing Effects on Children with Respect to Real-Life Aggression	Ed. Psych.	Christensen
MUSKAT, Jack	Intelligence, I.Q., and the Feasibility of Cognitive Modifiability	Sch. Psych.	Narrol
NG, Louise Yuen-Ling	Educational Aspirations of Lower Class Adolescents	Ed. Psych.	Quarter
ROBERTS, Gloria	Developmental Learning of Number Concepts in Pre-School Children	Ed. Psych.	Fowler
SCHER, Anat	Children's Judgments of Orientation	Ed. Psych.	Olson
SHAINFARBER, Molly	A School-Based Group Intervention for Withdrawn Children	Sch. Psych.	Miezitis
TERRELL, Beverley	Teaching Thinking: A Study Involving the Application and Assessment of Feuerstein's Instrumental Enrichment Program	Sch. Psych.	Narrol
TOPA, George	A Pilot Study of Teacher-Pupil Interaction of the Process Level	Sch. Psych.	Miezitis
WEINFELD, Phyllis	Motivation and Control in a Lower-Class Urban Classroom: A Participant-Observation Study	Ed. Psych.	Hunt
1977			
BROOKS, James	The Effects of Peer Tutoring and Conditions of Reinforcement on the Arithmetic Achievement Deficit of 2nd, 3rd and 6th Grade Students	Sch. Psych.	Orme
CAMPBELL, John	A Coping System for Reducing Figure-Ground Ambiguity in Raised Line Haptic Displays	Ed. Psych.	Henderson
CLELAND, Patricia	Predictors of Reading Ability in the Oral and Written Language of Children in Senior Kindergarten and Grade One	Ed. Psych.	Olson
CLODMAN, Trudi	Self-Esteem and Test Anxiety as Related to Classroom Behavior	Sch. Psych.	Miezitis
COLLINS, Joan	Grade Five Children's Use of Orthographic Information While Reading Continuous Prose	Ed. Psych.	Palef

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1977 - cont'd.			
CROWLEY SMITH, B. M.	Work Experience for the Trainable Mentally Retarded	Sch. Psych.	Friedman
DANEMAN, Meredyth	An Experimental Paradigm to Explore the Cognitive Pre-Requisites, Both Semantic and Formal, for the Development of Language	Ed. Psych.	Case
EZEMENARI, Mary	The Attitudes and Opinions of Igbo Immigrant Parents Toward Education in Canada: A Case Study	Ed. Psych.	Quarter
HOFMANN, Ernst	Teachers' and Student-Teachers' Attitudes Towards Childrens' Rights	Ed. Psych.	Sullivan
KLAIMAN, Rita	The Child Potentially at Risk	Ed. Psych.	Gamlin
LINTON, Jean	The Identification and Treatment of Multi-Problem Families	Sch. Psych.	Friedman
LINTULA, Pamela	The Effect of Success and Failure on Normal and Maladaptive Children	Sch. Psych.	Friedman
MacDONALD, Nadine	Special Class Placement, Achievement and Achievement Motivation	Ed. Psych.	Henderson
ROBERTSON, Lauraine	Sex Roles: The Transmission of Sex Roles by the School and the Educational Implications	Ed. Psych.	Wolfgang
ROTMAN, Jacob	A Case Study of a Classroom Token Economy System: Results, Theories, Feelings and Attitudes	Ed. Psych.	Narrol
RYCKMAN, David	The Relation of Analytic-Integrative Cognitive Styles to Early Competence Development	Ed. Psych.	Fowler
TEACHMAN, Goody	The Effects of Aggressive or Non-Aggressive Television on Children's Pro-Social Behavior	Ed. Psych.	Weiser
1978			
BENDEROFF, Reesa	A Comparison of Risk Taking Behavior in Internally Versus Externally Controlled Children	Sch. Psych.	Friedman
BLANCHARD, Joanna	The Effect of Apparent Clinician Status on the Attitudes of Parents of Learning Disabled Children	Sch. Psych.	Friedman

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1978 - cont'd.			
CARTER, Gregory	Cognitive Set and Visual Laterality: A Developmental Study	Sch. Psych.	Kinsbourne
CHARMATZ, Esther	Some Personality Characteristics of Children of Divorced Parents as Related to Living with Their Mother or Father	Sch. Psych.	Weininger
DAVIS, Michael	Verifying Logical and Pragmatic Implications in Reading and Listening	Ed. Psych.	Olson
FIDDES, Judith	The Relevance of Dialect to Reading and Standard Reading Test Performance in Lower Strata Grade Three Students	Ed. Psych.	Quarter
GOLDBERG, Jill	Judgment of Letter and Figure Orientation by Good and Poor Readers	Ed. Psych.	Palef
HOITINGH, Ada	An Exploratory Study Concerning the Relationship Between the Stages in Two Developmental Theories of Knowledge Acquisition	Ed. Psych.	Gamlin
HUNDT, Ruth	Effect of an Outreach Program on the Independent Functioning and Language Development of Trainable Mentally Retarded Children	Sch. Psych.	Garber
JOHNSTON, Drew	Social Obstacles, Aspirations and Expectations of Lower Class Students: A Cross Sectional Study	Ed. Psych.	Livingstone
KOBLENZ, Bruria	Speech Interaction with Bilingual Mothers and Infants	Ed. Psych.	Weininger
LEE, Mei Mei Patty	Early Chinese Language Stimulation of Chinese Infants	Ed. Psych.	Fowler
LEE, Noreen	Hyperactive Child Syndrome: Rationale for Early Intervention	Sch. Psych.	Miezitis
MATTHEW, Susan	Education for the Early Years: Barbara Biber	Sch. Psych.	Weininger

M.A. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1978 - cont'd.			
MINIFIE, Janice	Students' Perceptions of Program Openness and Self-Reliance as Correlates of Academic Performance in Grade Five	Ed. Psych.	Henderson
NORBERG, Andra	Mother-Child Interaction	Sch. Psych.	Weininger
PEACOCK, Edward	The Effect of Two Training Methods on the Independent Study Skills of Students Varying in Conceptual Level	Ed. Psych.	Hunt
STERMAC, Lana	A Retrospective Analysis of The Assimilation of a Group of Croatian Immigrants	Ed. Psych.	Henderson
TINDAL, Mardi	A Field Research Study of Two Values and Moral Education Programs	Ed. Psych.	Sullivan
TOBY, Jeffers	Mathematical Precocity and Early Stimulation	Ed. Psych.	Fowler
1979			
MAXWELL, James	Lateralization	Sch. Psych.	Weininger
MOLL, Marianne	The Development of Social and Cognitive Skills in Young Children as a Function of an Early Childhood Program	Ed. Psych.	Weininger
ROMBERG, Perry	Some Characteristics of Early Vocalization Patterns in Mother-Infant Dyadic Communication	Sch. Psych.	Weininger
STRAUSS, Alena	Social Psychological Determinants of Jewish Identification Among Canadians in Their Twenties	Ed. Psych.	Henderson
ZBRODOFF, N. Jane	Development of Counting and Remembering as Strategies for Performing Simple Arithmetic in Elementary School Children	Ed. Psych.	Palef

AN-64
August 16, 1979

M.A. THESES IN PROGRESS

DEPARTMENT OF APPLIED PSYCHOLOGY

NAME	TITLE	PROGRAM	CHAIRMAN
BACAL, Robert	Training Effects of Teacher Analysis of Videotaped Lessons as Part of an Instructional System to Train Teachers in the Use of Probing	Ed. Psych.	Orme
BASTEDO, Judith	On the Development of Skill	Ed. Psych.	Palef
CAINER, Shelley	Fear of Success in Faculty of Education Students: A Replication and an Exploratory Investigation	Ed. Psych.	Sullivan
CAMPBELL, Robert	Eye Contact in the Classroom	Ed. Psych.	Orme
COOK, John	The Effect of Infant Sex, Parent Sex, and Parent Sex-Role Attitudes on Infant Movement and Attachment Behavior	Sch. Psych.	Weininger
HAMEL-SMITH, Allyson	A Comparison of Teacher Questioning Style of Instrumental Enrichment Class Teachers and Regular Class Teachers in Vocational Schools	Sch. Psych.	Orme
MINDE, Regina	Assessment of Anxiety in Reading Disabled Children	Sch. Psych.	Narrol
GOPAL, Madan	The Role of Cognitive Styles in Printing Among Kindergartens and First Graders	Ed. Psych.	Fowler
RICH, Susan	The Growth of Two Information Processing Variables (Speed and Span) in Normal and Mentally Retarded Children	Ed. Psych.	Case
SANDIESON, Robert	Measurement and Development of Writing Skills in Sixth Grade Students	Ed. Psych.	Bereiter
ZUCKOWSKI, Marvin	The Hyperactive Retardate - An Experimental Study	Sch. Psych.	Friedman

AN-65

DEPARTMENT OF APPLIED PSYCHOLOGY

August 1979

ED.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1967			
AVITAL, S.M.	Higher Level Thinking in Secondary School Students' Attainment in Mathematics		Robinson
FLOCH, W.J.	An Investigation into the Effects of Three Different Training Schedules on the Attainment of the Concept of Conservation of Substance in Kindergarten Children		Robinson
1968			
KARAGIANIS, L.D.	Language as a Mediational Variable in Hearing and Deaf Children		Olson
SINGH, B.	The Development and Analysis of Objective Group Tests Based Upon Piaget Tasks		McLean
1969			
HARRIS, Robert	Group Counselling with Teachers: An Effective In-Service Education Technique	Counselling	Brison
1970			
BROWN, Arthur	Negative Feedback and Visual-Motor Coordination		Shipe
GOPIE, Hilton	The Relationship of Personality and Environmental Variables to Vocational Choice		Laxer
1971			
KENNEDY, Donald	Cat Auditory Evoked Potential Latencies: Lateral Synchrony, Temporal Reliability and Avoidance Training		Day
1975			
KOTHARE, Umesh	Effects of Self-Regulation of Muscle-Tension and Skin Temperature Via Biofeedback Training on the Self-Concept and Other Personality Traits	Counselling	Weiser
1976			
HYMEN, Phyllis	Formalized Group Guidance: Some Facilitating Activities and Inhibiting Factors	Counselling	Guttman

ED.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1978			
CONNELL, R. Bruce	A Dyadic Interaction Approach to the Implementation of an Interpersonal Coping Skills Program with Adolescents	Counselling	Christensen
HARTLEIB, Carl	The Impact of an Interpersonal Coping Skills Program on the Personal and Self-Actualization Levels of Social Service Students	Counselling	Weiser
WARNER, Ronald	The Effects of Homogeneous Grouping of Coping Styles on Measures of Process and Outcome in an Interpersonal Coping Skills Program	Counselling	Weiser
WEAVER, Wendy	An Interpersonal Coping Skills Program for Student Nurses	Counselling	Wine
1979			
BENNETT, Carole-Anne	Effective Interpersonal Coping Skills in Relation to Under-achievement	Counselling	Wine
SHAH, Hemendra	An Investigation into the Deductive Inferential Abilities of Young Normal and Emotionally Disturbed Children	Ed. Psych.	Gamlin

AN-67

DEPARTMENT OF APPLIED PSYCHOLOGY

August 1979

ED.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
BALANCHUK, Mary	Empathy Training Effects on Counselling Outcome	Counselling	Guttman
BARTOLETTI, Mario	Developing and Assessing Videotaped Vignettes Focussed on the Sexual Imagery and Feelings of Teenagers	Counselling	Guttman
BERNSTEIN, Deborah	A Qualitative Investigation into the Effects of Realistic Content in Reading	Ed. Psych.	Quarter
DURBACH, Edna	The Role of the Mother in Promoting Toddler Friendship	Ed. Psych.	Weininger
GLAZE, Avis	Factors Which Influence Career Choice and Future Orientations of Females	Counselling	Wine
GRAHAM, Evelyn	Cognitive and English Behavior Change Using Feuerstein's Instrumental Enrichment in a City-Core, Multi-Ethnic Secondary School	Counselling	Narrol
HOWARD, Theresa	Individual Student Assessment - Asset or Liability	Counselling	Friedman
IJAZ, M. Ahmed	The Role of Conformity, Opportunity for Interethnic Contact and the Impact of a Cultural Program on the Ethnic Attitude of Elementary School Children	Ed. Psych.	Wolfgang
LANSDELL, Clyde	Interpersonal Relations in a Christian Community	Ed. Psych.	Sullivan
LEWIS, Lawrence	A Study of Classroom Environments, Instructional Feedback, and Course Satisfaction Among Novice and Experienced Nursing Education Students	Ed. Psych.	Hunt
MEADE, Edward	A Study of Counsellor Orientations and Attitudes as they Relate to Goals and Outcomes of Marital Separation Counselling	Counselling	Guttman
RICHARDSON, David	Microteaching, Grouping and Follow-Up Teaching Strategies with In-Service Teachers	Ed. Psych.	Orme

ED.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
SCHMIDT, Peter	The Effects of Two Methods of Interpersonal Skills Development with Preservice Elementary School Teachers on Attitude Towards Students and Classroom Psycho-social Environment	Counselling	Weiser
TAYLOR, Margaret	Skills to Assist Academically Gifted Children in Notetaking	Ed. Psych.	Bereiter
WAGNER, Jim	Reasoning by Analogy in the Young Child	Ed. Psych.	Gamlin
WYATT, Frank	Functional M Space and Dual Processing in Beginning Reading	Ed. Psych.	Case

AN-69
August 1979

PH.D. THESES IN PROGRESS
DEPARTMENT OF APPLIED PSYCHOLOGY

NAME	TITLE	PROGRAM	CHAIRMAN
BAKER, Janice	A Single Case Study for Teaching Underachieving Readers to Read	Sch. Psych.	Orme
BARKER, Stephen	The Parental Couple and the Child's Development	Sch. Psych.	Weininger
BAUM, Nehama	A Clinical Approach to Assessing and Treating Cognitive-Emotional Deficiencies in the Multi-Handicapped Adolescent	Sch. Psych.	Narrol
BAUMAL, Ruth	An Examination of the Development and Reversibility of Learned Helplessness	Sch. Psych.	Friedman
BIELAWSKI, Raymond	The Use of Senior Citizen Volunteers in a Nursery School	Sch. Psych.	Orme
BIRD, Marlene	Reading Comprehension Strategies: A Direct Teaching Approach	Sch. Psych.	Bereiter
CARROLL, Rita	The Use of Personal Construct and Balance Theory in the Examination of Thought Disordered and Non-Thought Disordered Schizophrenics	Counselling	Hunt
CASH, Larry	Construct Validation of the Geometric Retention Test as a Measure of Intelligence	Counselling	Christensen
CLELAND, Patricia	Word Consciousness Meaning, and Learning to Read	Ed. Psych.	Olson
COHEN, Joshua	Cognitive Activation and Perceptual Processes	Ed. Psych.	Burrill
COLALILLO-PIETROPAOLO, G.	Value Structures Within the Italian Immigrant Family	Ed. Psych.	Henderson
COLLINS, Rex	Rorschach Correlates of Borderline Personality Organization: A Validation Study of Lerner's Rorschach Object Relations Scale and Exner's Structural Signs	Counselling	Henderson
COOK, Donald	Play, Language and Social Class; An Ethological Study of the Mother-Child Relationship	Sch. Psych.	Weininger
CROSSLEY, Thane	A Comparison of the Relative Effectiveness of Role-Playing and Imagery in Reducing Heterosexual Anxiety in Problem Drinkers	Counselling	Wine

PH.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
DAVIDSON, Iain	A Comparative Study of Creativity in Blind, Partially-Sighted, and Sighted Children	Ed. Psych.	Wahlstrom
DIMITROFF, George	Motivation in the Educational Context	Ed. Psych.	Bereiter
DOERING, Robert	Parental Reinforcement of Gender-Typed Behaviors in Boys with Atypical Gender Identity	Counselling	MacIntyre
ELSIE, Randall	Prediction of Outcomes of a Residential Program for Alcoholics from Personality and Behavioral Measures	Counselling	Christensen
FERREIRO, Fernando	Perceived Self-Efficacy as a Predictor of Continuous and Non-Continuous Users of the Sympto-Thermal Method of Birth Planning	Counselling	Christensen
FIEGEHEN, Sandra	First Impressions: Their Basis and Implications for Interpersonal Process in Counselling	Counselling	Wolfgang
FRAZER, Hank	Selected Aspects of Cognitive Structures, Parental Behavior, and Agaraphobia	Counselling	Christensen
GEVA, Esther	Meta-Textual Notions and Reading Comprehension	Ed. Psych.	Bereiter
GILLIS, Lynette	Critique of Creative Problem Solving Programs: Implications for Research and Educational Practice	Ed. Psych.	Miezitis
GORDON, Minita	Attitudes and Motivation in Second Language Achievement: An Investigation of Primary School Students Learning English in Belize, Central America	Ed. Psych.	Fillion
GREEN, Anne	The Effects of Cognitive Interpersonal Expectancies on Selective Retention of Emotional Materials	Counselling	Darroch
GROENEWEG, Gerrit	Some Linguistic and Cognitive Determinants of Sentence Verification	Ed. Psych.	Olson

PH.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
GYRA, John	The Interactive Effects of Maternal Personality and Early Mother-Neonate Physical Contact or Separation on Maternal Attachment Behavior During the First Three Days Postpartum	Sch. Psych.	Weininger
HANSEN, Christine	A Comparative Study of the Sensitivity and Reactivity of Overweight and Obese Women to Social Stimuli	Counselling	Wahlstrom
HALL, Robert	Reaction to Social Reward and Punishment: Relationship to Introversion-Extraversion and Neuroticism	Counselling	Christensen
HEATH, Jane	Emergent Leadership with Small Classroom Discussion Groups; General and Specific Self-Report Factors Associated with Emergence as Leader and Successful Assumption of the Leader Role	Counselling	Weiser
HOLTZBLATT, Karen	A Study of the Friendship Relationships of Women	Ed. Psych.	Darroch
HOLTZBLATT, Lester	A Study of Friendship Relationships Between Men	Ed. Psych.	Darroch
HOVANEC, Margaret	The Experience of Rheumatoid Arthritis	Counselling	Darroch
HUNT, Larry	The Effects of Counselling on Postoperative Recovery	Counselling	Darroch
HUMPHREYS, Carolyn	Single Mothers: An Investigation of Their Experience as Single-Parents	Counselling	Weiser
JOSEFOWITZ, Nina	Placing Assertion Within a Situation: An Investigation of how the Perception of the Other Person in the Interaction Influences Assertive Behavior	Counselling	Christensen
LEVKOE, Steven	Home Base Training of Parents in an Interpersonal Cognitive Problem Solving Model by Paraprofessionals	Counselling	Garber
MORRIS, Julius	A Longitudinal Study of Early Identification and Amelioration of School Related Difficulties	Sch. Psych.	Weininger

PH.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
OGSTON, Karen	The Comparative Effects of Two Forms of Developmental Stimulation on Infant Competencies	Ed. Psych.	Fowler
PENNINGTON, Sheila	Life or Death: An Investigation of the Balance Point	Counselling	Weiser
POLLOCK, Nathan	The Mother as a Mediating Influence in the Adjustment of the Fatherless Child	Sch. Psych.	Friedman
POLYZOI, Eleoussa	A Long Way From Home: A Study of the Greek Immigrant Experience	Ed. Psych.	Darroch
RAKOWSKI, Elaine	Facial Patterning and Subjective State of Emotion	Counselling	Christensen
RAYMOND, Danielle	Student-Teachers' Understandings of Their Learning and Teaching Approaches	Sch. Psych.	Hunt
REGAN, Joseph	The Effects of Self-Instructional and Visible Scanning Strategy Training on Impulse Control in Deaf Children	Counselling	Wine
REMPEL, Lorence	The Psychology of Personal Competence: A General Formulation	Counselling	Ogston
ROBERTS, Gloria	Maternal Influences on the Development of Language and Cognitive Skills in the First Year of Life: Comparative Development of First Generation West Indian Infants in Two Age Groups Under Two Conditions of Stimulation	Ed. Psych.	Fowler
SAYER, Lynda	Preparing High School Girls for Their Futures - What Works?	Counselling	Wine
SCHWARTZ, Michael	The Relationship Between Cognitive Style and Psychopathology in Children	Sch. Psych.	Friedman
SHANNON, Herbert	The Effects of Counsellor Characteristics on Student Outcomes in an Interpersonal Coping Skills Program	Counselling	Christensen
SILVER, Judy	Therapeutic Aspects of Folk Dance/Exercise Classes	Counselling	Wolfgang
STEINMAN, Avrom	Interpersonal Coping Skills - A Study in Parent Education	Counselling	Wine

PH.D. THESES IN PROGRESS

NAME	TITLE	PROGRAM	CHAIRMAN
SUGAR, Myra	A Qualified Concept of Independence: As Seen by the Investigative Efforts of the Assessment of Stroke Patients	Counselling	Darroch
TURNBULL, Sarah	Contingencies and Sequences: An Interactional Analysis of the Relationship Between One Teacher and Four Pupils in the Context of Expectations on Behavior	Sch. Psych.	Miezitis
TUTHILL, Robert	A Clinical Study of the Psychology of Transsexualism	Ed. Psych.	Quarter
VIGNA, Carlo	The Implementation of an Interpersonal Coping Skills Program for Facilitating Weight Loss	Counselling	Christensen
WALKER, Lawrence	Cognitive and Perspective-Taking Prerequisites for the Development of Moral Reasoning	Ed. Psych.	Sullivan
WARNER, Ronald	The Effects of Homogeneous Grouping of Coping Styles on Measures of Process and Outcome in an Interpersonal Coping Skills Program	Counselling	Weiser
YEH, Mingche	Canadian vs. Chinese Cross-Cultural Developmental Study of Moral Judgment	Ed. Psych.	Gamlin

PH.D. THESES COMPLETED

DEPARTMENT OF APPLIED PSYCHOLOGY

NAME	TITLE	PROGRAM	CHAIRMAN
1968			
DONALD, Janet	Concept Identification: Structuring Responses to Verbal and Pictorial Material	Ed. Psych.	Olson
GAITE, John	A Study of Retroactive Inhibition and Facilitation in Meaningful Verbal Learning	Ed. Psych.	Ausubel
LORIMER, Rowland	The Acquisition of Moral Judgments in Adolescence: The Effects of an Exposition of Basic Concepts Versus Exposure to and Discussion of a Filmed Dramatic Example	Ed. Psych.	Sullivan
MIEZITIS, Solveiga	An Exploratory Study of Divergent Production in Pre-Schoolers	Ed. Psych.	Robinson
1969			
BERZONSKY, Michael	Factors Influencing Children's Causal Reasoning	Ed. Psych.	Bereiter
CRAWFORD, Douglas	Family Interaction, Achievement Values and Motivation as Related to School Dropouts	Counselling	Day
EVANS, David	Conceptual Complexity, Arousal, and Epistemic Behavior	Ed. Psych.	Day
GLYNN, Edward	Self-Determination and Externally Determined Token Reinforcement Schedules in Classroom Learning	Ed. Psych.	Henderson
JOHNSTON, Nancy	An Experimental Investigation into the Role of Language in Discrimination, Memory and Transfer in Pre-School Children	Ed. Psych.	Olson
KERSHNER, John	Children's Spatial Representation of Directional Movement and Figure Orientations Along Horizontal and Vertical Dimensions	Ed. Psych.	Shipe
McCULLOUGH, George	Moral Developmental Profile Variability: Its Relationship to Choice of Preferred Stage of Moral Reasoning and to Rokeach's Open-Closed Belief System	Counselling	Sullivan
REIDFORD, Philip	An Investigation of the Skills Prerequisite to the Acquisition of Conservation to Substance	Ed. Psych.	Bereiter

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1970			
LANGEVIN, Ronald	A Study of Curiosity, Intelligence and Creativity	Sch. Psych.	Day
QUARTER, Jack	The Student Movement of the 1960's: A Social Psychological Analysis	Ed. Psych.	Sullivan
TRAVIS, Keith	The Effects of Modifying Interruptions of Organized Behavioral and Cognitive Sequences	Counselling	Christensen
TUNSTALL, Kenneth	Computer-Assisted Group Problem-Solving	Ed. Psych.	Evans
1971			
CASE, Robert	Information Processing, Social Class, and Instruction: A Developmental Investigation	Ed. Psych.	Bereiter
CAVERZAN, Raymond	Experimental Language Program for Non-Verbal Emotionally Disturbed Children	Sch. Psych.	Narrol
KLEIN, Joel	A Comparison of Methods for Decreasing the Fear Response to a Stressful Film	Counselling	Christensen
McLACHLAN, John	Patient and Therapist Correlates of Change During Group Psychotherapy	Counselling	Hunt
THOM, Evalene	Sensory Integration and Initial Reading	Sch. Psych.	Sullivan
TOMLINSON, Peter	The Development of Short-Term Retention Capacity in Children as a Function of Age and Item Familiarity	Ed. Psych.	Evans
1972			
FINLAYSON, Gregor	Effects of Exposure to and Reappraisal of Facial Expressions Depicting Affect	Counselling	Christensen
IRELAND, David	Problem Solving, Social Class and Motivation	Ed. Psych.	Hunt
LEGATE, Peter	Effects of the Timing and Level of Increases in Arousal on Performance and Learning and Problem-Solving	Sch. Psych.	Day

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1972 - cont'd.			
PARKER, Nora	The Effects of Error Modeling on the Learning of a Complex Procedure in Nursing	Ed. Psych.	Bereiter
SALYACHIVIN, Somboon	Change in International Understanding as a Function of Perceived Similarity, Conceptual Level and Primacy Effect	Ed. Psych.	Hunt
SMITH, Howard	Effects of List Categorization and Cueing on Long Term Memory Retrieval	Ed. Psych.	Henderson
1973			
BRIGGS, E. Joanne	Reading, Eye Movements and Instructional Television	Ed. Psych.	O'Bryan
BYRNE, P. Niall	Stage and Sex Differences in Moral and Ego Development Prior and Consequent to Independence Training	Ed. Psych.	Christensen
COOKE, Barry	The Differential Effects of Verbal and Motoric Activity on Interpersonal Attraction and Connotative Evaluation	Counselling	Christensen
CREALOCK, Carol	Risk-Taking and Reading Test Performance	Ed. Psych.	Smith
FITZSIMMONS, George	Group Disensitization of Test Anxiety: The Contribution of Therapeutic Homework Assignments	Counselling	Christensen
JOBIN, Howard	The Role of Imagery in Observational Learning	Counselling	Christensen
KIM, Jee-ll	The Effect of Self-Disclosure on Emotion Perception and Social Adjustment	Counselling	Wolfgang
KORNBERG, Mona	Mother-Child Interaction and the Young Child's Development	Sch. Psych.	Weininger
MORRIS, Raymond	The Significance of Trainee Personally Relevant Self Expression on Empathy and Congruence in a Pre-Practicum Counsellor Training Program	Counselling	Weiser
PIKE, Ruth	How Children Answer Questions About Perceived Events, Pictures and Sentences	Ed. Psych.	Olson

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1973 - cont'd.			
SANCHEZ CRAIG, Martha	Reappraisal Procedures in the Modification of Unsatisfactory Social Interaction	Counselling	Christensen
SCARDAMALIA, Marlene	Mental Processing Aspects of Two Formal Operational Tasks: A Developmental Investigation of a Quantitative Neo-Piagetian Model	Ed. Psych.	Bereiter
SHACKEL, Denis	The Effects of Incongruity, Task Demand and Induced Involvement on Some Physiological Measures of Arousal	Sch. Psych.	Henderson
1974			
APPELLE, Morris	The Effect of Group Marital Therapy of Self-Disclosure, Social Distance, and Self-Spouse Perception	Counselling	Wolfgang
GEHLBACH, Roger	Verbal correlates of Instructional Effectiveness with Young Children	Ed. Psych.	Bereiter
MORENCY, Claude	Therapeutic Communications and Person Perception Accuracy of Different Cue Utilizers	Counselling	Christensen
POTVIN, Robert	A Didactic Teaching Approach to the Implementation of Interpersonal Coping Skills	Ed. Psych.	Christensen
ROVET, Joanne	Can Spatial Skills be Acquired via Instructional Films? An Analysis of the Cognitive Consequences of Visual Media	Ed. Psych.	Olson
SHYMKO, Dolores	An Exploratory Investigation of Some Aspects of Psychosexual Development in Adolescents	Counselling	Weiser
USHER, Brian	The Teaching and Training of Interpersonal Skills and Cognitions in a Counsellor Education Program	Counselling	Christensen
UYIDI, Guillaume	Field Articulation and Critical Reading and Listening	Ed. Psych.	O'Bryan
YOUNG, Filson	Sex-Role Stereotyping in Career Counselling	Counselling	Weiser

Ph.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1975			
BRAY, Ruth	Rorschach Interpretation: An Approach to Objective Analysis	Ed. Psych.	Friedman
BRESVER, Barbara	Psychological Comparison of Two-Generation and Three-Generation Families	Ed. Psych.	Ogston
CHAN, Randolph	The Effect of Group Learning on Performance and Satisfaction Change as a Function of Need Affiliation	Ed. Psych.	Hunt
CORLIS, Carol	Curiosity in Open and Closed Schooling Systems: A Developmental Investigation	Ed. Psych.	Henderson
DANZIGER, Flora	Verbal Communication Between Mother and Child and Some Aspects of Cognitive Decentering	Counselling	Christensen
DENBURG, Susan	The Role of the Illustration in Learning to Read	Ed. Psych.	Olson
DE RIBAUPIERRE, Anik	Mental Space and Formal Operations	Ed. Psych.	O'Bryan
KLARREICH, Samuel	A Comparison of Group Training in Problem Solving Skills and Short-Term Groups Counselling in the Treatment of Adolescent Offenders on Probation	Counselling	Renner
KOOP, Victor R.	Labelling: Dispositional Effects on Person Perception	Counselling	Ogston
MILLAR, Lesley	Correlates of Affective Responsiveness	Counselling	Christensen
MOCK, Karen	The Relationship of Audio-Visual Attention Factors and Reading Ability to Child T.V. Viewing Strategies	Ed. Psych.	O'Bryan
MORRIS, Norman	A Group Self-Instruction Method for the Treatment of Depressed Out-patients	Counselling	Ogston
NICHOLL, George	The Effect of Advanced Organizers on a Cognitive Social Learning Group	Counselling	Christensen
RAPHAEL, Dennis	An Investigation into Aspects of Identity Status of High School Women	Ed. Psych.	Hunt

Ph.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1975 - cont'd.			
REID, Roma	Accessibility Characteristics in the Individualization of Teacher Education Programs: Acquisition of Basic Teaching Skills	Ed. Psych.	Hunt
SCHERER, Shawn	The Influence of Linguistic Style, Interpersonal Distance and Gaze on Attitude Acquisition	Counselling	Ogston
TIBERIUS, Richard	An Interactive Approach to Education for Independence in Fourth Year Medical Students	Ed. Psych.	Sullivan
YELLIN, Carole	The Role of Evaluative Feedback in Counselling Supervision	Counselling	Guttman
1976			
ADSETT, Nancy L.	Locus of Control, Stress and Parents Anonymous Volunteers	Sch. Psych.	Wolfgang
BACHOR, Daniel	Information Processing Capacity and Teachability of Low-Achieving Students	Ed. Psych.	Bereiter
BIALYSTOK, Ellen	The Development of Spatial Concepts in Language and Thought	Ed. Psych.	Olson
BRIEDES, Irene	The Facilitation of Social Competence Through the Implementation of an Interpersonal Coping Skills Program	Counselling	Christensen
BUTLER, Lenora	Matching Teaching Technique to Student Needs as Measured by the Stern Activities Index	Ed. Psych.	Hunt
COOPER, Deborah	Fact-Inference Distinction Training: A Method for Developing Alternative Conclusions in Grade 4 and Grade 6 Children	Ed. Psych.	Gamlin
FORD, William	The Language of Disjunction	Ed. Psych.	Olson
GAZAN, Sonja	A Strategy for the Stimulation of Representational Skills in the Preschooler	Ed. Psych.	Fowler
HELWIG, Vincent	A Comparison of the Effectiveness of Hypnotic-Motivational, Task-Motivational and Relaxation Instructions in Eliciting the Recall of Anxiety-Inducing Material	Counselling	Ogston

Ph.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1976 - cont'd.			
HIDI, Suzanne	Conditional Reasoning in Children: Inferred Versus Given Rules and Intrinsically Conditional Versus Predicative Relations	Ed. Psych.	Sullivan
HILDYARD, Angela	Children's Abilities to Produce Inferences From Written and Oral Material	Ed. Psych.	Olson
HODAPP, Timothy	The Use of Television as a Modeling Agent for Problem-Solving Strategies	Ed. Psych.	O'Bryan
IVES, William	Children's Ability to Coordinate Spatial Perspectives Through Notational Descriptions	Ed. Psych.	Olson
MENDAGLIO, Sal	An Investigation of the Relationship Between Self-Esteem and Social Decentration	Counselling	Gamlin
MISCHEY, Eugene	Faith Development and its Relationship to Moral Reasoning and Identity Status in Young Adults	Ed. Psych.	Sullivan
MYHR, Ronald P.	Sex-Role and Counsellor Evaluation	Counselling	Guttman
RUBENSTEIN, Arnold	A Longitudinal Study of Psychological Changes Occurring During Pregnancy	Sch. Psych.	Weininger
SPEARS, George	Semantic Processing of Words and Pictures	Ed. Psych.	Lindsay
STREINER, Bella	Verbal Depression Scales: A Study of Depressive Symptomatology	Counselling	Guttman
TEARE, Jane L.	An Evaluation of Changes in Alcoholic Patients Following Three Different Treatments	Counselling	Weiser
WELLS, Lynn	An EMG Investigation of Subvocalization During the Silent Reading Process	Ed. Psych.	Henderson
1977			
BRACEWELL, Robert	A Study of Language Comprehension Processes	Ed. Psych.	Gamlin
BRILL, Ronald	Effects of Residential Program Structure and Interpersonal Maturity in Treatment of Delinquent Boys	Ed. Psych.	Hunt

Ph.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1977 - cont'd.			
DEOSARAN, Ramesh	Social Class, Self-Concept, and Educational Expectations: A Social-Psychological Study	Ed. Psych.	Quarter
GELCER, Esther	Social Decentration: Its Measurement and Training in Emotionally Disturbed Institutionalized Children	Counselling	Christensen
KAPLAN, Faith	Parent Education Programs: A Comparison of the Effects of Parent Effectiveness Training and Human Effectiveness Training on Parent Social Competence, Family Interaction and Child Behavior	Counselling	Christensen
KONTOS, Donna	The Effects of Mother-Infant Separation in the Early Post Partum Hours and Days on Later Maternal Attachment Behavior	Counselling	Weininger
KURTZ, Susan	Accommodative Exploration and Assimilative Exploration: Two Complementary Channels to Creative Thinking	Ed. Psych.	Day
LAWTON, Murray	The Development of Analytic - Integrative Cognitive Styles in Young Children	Counselling	Fowler
McCARTY, Mary Anne	The Influence of Imaginative Play Predisposition on the Learning of Social Skills	Counselling	Christensen
PINKUS, Joan	A Prospective Study of Relationships Between Prenatal Maternal Parameters and Early Infant Development	Sch. Psych.	Weininger
RAGHUNAN, Roy	Locus of Control, Self-Concept, Personal Space and Classroom Participation Among West Indian and Chinese Immigrant Students	Counselling	Wolfgang
SCHNEIDER, Barry	An Elaboration of the Relationship Between Parental Behavior and Children's Moral	Counselling	Renner
SMYE, Marti D.	Verbal, Cognitive and Behavioral Correlates of Social Anxiety	Counselling	Wine
WAISER, Howard B.	Modes of Resolution of Interferring Social Stimuli	Counselling	Christensen
WILLSON, Sheila	Development of the Language Comprehension Processes Required to Identify Meaning Similarities Across Different Contexts	Ed. Psych.	Gamlin

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1977 - cont'd.			
ZARB, Janet	Correlates of Recidivism and Social Adjustment Among Training-School Graduates	Counselling	Christensen
1978			
BARON, Lois	The Eye Movement Patterns of Children Viewing Static vs. Moving Stimuli and the Relation of These Eye Movements to Field Articulation and Reading Ability	Ed. Psych.	O'Bryan
GRANVILLE, Howard	Contribution of Homework to Counselling Outcomes	Counselling	Christensen
HAMBLEY, Janice	The Growth of Word Meaning During Middle Childhood	Ed. Psych.	Gamlin
HIMES, Mavis	Mother-Child Interaction and Language Development	Sch. Psych.	Weininger
HUNT, Larry	The Effects of Counselling on Postoperative Recovery	Counselling	Darroch
KARAL, Pearl	The Relationships Between Attitude Toward Autonomy and Social Justice	Ed. Psych.	Christensen
McANDREW, Joan	A Study of the Experience of Families Receiving Genetic Counselling	Counselling	Weiser
MORRIS, Mary	A Study of Childhood Depression With Special Emphasis Upon Classroom Behavior	Sch. Psych.	Weininger
PERUNIAK, Geoffrey	Effects of Complex Teaching Strategies on Teacher and Student Behavior	Ed. Psych.	House
PRATT, Joyce	The Development and Evaluation of an Extended Assertiveness Training Program	Counselling	Gamlin
RADZIUK, Zofia	The Effect of Positive Expectancy Set Implemented by Instructions at Onset of Therapy, and by Feedback During Therapy, on Therapeutic Improvement	Counselling	Weiser
SCHNER, Joseph	An Investigation of Effective Modes of Preparation for an Interpersonal Coping Skills Program	Counselling	Wine

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1978 - cont'd.			
TUTHILL, Robert	A Clinical Study of the Psychology of Male Transsexualism	Sch. Psych.	Quarter
WALKER, Lawrence	Cognitive and Perspective-Taking Prerequisites for the Development of Moral Reasoning	Ed. Psych.	Sullivan
1979			
BEN-DOR, Tsilia	Career Development of Teenage Girls as a Process of Integrating the Vocational Career Concept with Family Plans	Ed. Psych.	Quarter
BERNSTEIN, Bradley	Action, Relation, Transformation: A Study of Viola Spolin's Theater Games	Counselling	Hunt
CHRIS, Stephen	The Effects of the Level of Self-Monitoring and Level of Anonymity on Attitude Change in the Forced-Compliance Situation: A Test of Cognitive Dissonance and Impression Management Theories	Counselling	Wine
COLE, Ester	Role Playing as a Modality for Alleviating Depressive Symptoms in 10-12 Year Old Children	Sch. Psych.	Miezitis
COLE, James Randy	Teaching Interpersonal Coping Skills to Adult Psychiatric Patients	Counselling	Christensen
CUPCHIK, Will	Clinical Imaginative Imagery	Counselling	Darroch
GARDNER, Patricia	A Participant-Observation Study of a Therapeutic Prison	Ed. Psych.	Sullivan
GOELMAN, Hillel	Selective Attention in Language Comprehension: A Study of Good, Average and Poor Readers	Ed. Psych.	Olson
HANSEN, Christine	Sensitivity to Negative Social Stimuli in Overweight Women	Counselling	Wahlstrom
LALONDE, Bernadette	The Construction and Validation of a Measure of Academic Self-Efficacy	Counselling	Wine
MALLOCH, Lynette	Cognitive Therapy and the Pre-Adolescent: A Descriptive Exploratory Study	Sch. Psych.	Miezitis

PH.D. THESES COMPLETED

NAME	TITLE	PROGRAM	CHAIRMAN
1979 - cont'd.			
MARCOVITCH, Howard	The Assessment and Training of Referent Communication Skills in Socially Deviant Children	Sch. Psych.	Orme
McLEAN, Mona	The Differential Effect of Three Training Programs on Attained Levels of Facilitative Conditions: Empathy, Warmth and Genuineness	Counselling	Christensen
MOYAL, Barbara	The Identification of Depressive Children	Sch. Psych.	Friedman
MUNN, John	Perception of Maternal Behavior and Body Image in Adult Males	Sch. Psych.	Weininger
PERKINS, Marjorie	Evaluation of Two Variations of an In-Service Training Program on Appraisal of Oral Language	Sch. Psych.	Miezitis
PIERSON, Donald	Self-Injurious Behavior: Sensory Awareness Training as Group Treatment and an Etiological Analysis	Counselling	Wolfgang
SCHWARTZ, Michael	The Relationship Between Conceptual Tempo and Psychopathology in Children	Sch. Psych.	Friedman
THOMPSON, Lynda	The Effect of Methylphenidate on Self-Concept and Locus of Control of Hyperactive Children	Sch. Psych.	Friedman
WALKER, Keith	Covert Sensitization Versus Reappraisal Therapy in the Modification of Drinking Tendencies	Counselling	Christensen
WILENSKY, Marshall	Theory-Practice Incongruence in an Alternative Secondary School	Ed. Psych.	Quarter
WILSON, Franklin	Body Image and Personal Space: An Exploratory Investigation	Ed. Psych.	Weininger

REPORT

of the

DEPARTMENT OF CURRICULUM

AN-85

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
DEPARTMENT OF CURRICULUM

1980 4 16

MEMORANDUM

TO: Task Force on Impact

FROM: K. Leithwood, Chairman, Department of Curriculum

RE: Report of the Curriculum Department

1. Department Background

The original faculty staffing of the Curriculum Department reflected what is known in the field as the "Wisconsin Model". This model assumes that the field of curriculum is represented by school disciplines and appoints members to positions identified with such disciplines. As a result many appointments in the Curriculum Department in the early years and appointments retained to the present reflect such school subject areas as science education, math education, social studies education, reading, language arts and French as a Second Language.

Later staffing principles however began to recognize important foundational issues crossing subject matter boundaries and gave rise to a focus in the Department on what is called " General Curriculum". General curriculum is a sub-specialization which focusses on the sociological, psychological and philosophical bases for practical deliberation. More recently the Department has developed strong interests in classifications of activities used by the field to characterize problem areas. Such issues as program evaluation, implementation, curriculum management, the practices of consultancy, and decision-making have now been clustered together into a focal area of the Department labelled "Curriculum Processes".

In a review of the Department's graduate studies program some four years ago, the Department's activities were clustered into four categories reflecting the staffing principles alluded to above. These areas, which are presently retained, include the Language focus, the Curriculum Processes focus, a School Subject matter focus and a focus on General Curriculum issues.

While these themes have most relevance with respect to the graduate studies program they tend also to be of some value in coming to grips with the research and development and field development activities of the Department.

Within the Language area there are two strong sub-foci; one on second and third languages and multi culturalism and one on first language learning (reading, writing and language development). The Modern Language Centre represents the first focus; the second focus is represented by three faculty members out of a faculty of roughly eighteen in size means that the Language area is a significant one in terms of the proportion of work undertaken in that area. As reflected in research and development and field development, however, the bulk of the work in the Language area is in the second, third and multicultural area with the Modern Language Centre being among the more productive centres for R&D in the Institute. Faculty in the first language area have stressed graduate instruction and field development more than R&D.

The most recent new thrust within the Department has been in the Curriculum Processes area. A number of Department faculty have collaborated with four field centres to do a substantial amount of field development and a significant amount of collaborative, field-based research and development, especially in the area of decision-making, curriculum management, curriculum development and curriculum implementation.

Most recently, there has been considerable cross-fertilization among the Curriculum Processes area the school subject matter areas, and the language area. In this respect the Department seeks to present relatively more comprehensive research and development and field development thrusts to the field in response to what it identifies as significant practical problems, for example, in improving complex intellectual and social skills across whole school boards, providing demonstrations of improved outcomes in the area of language across a family of schools and so on. The Department has also made a strong effort to influence the shaping of curriculum policy in the Province. It has done this, in part, by intervening rather directly in the nature and content of curriculum guidelines developed by the Ministry of Education.

2. Major substantive contributions

The major substantive contributions of the Department are not described in any comprehensive way in this brief report. Rather, a brief survey is provided of both research and development and field development activities conducted during years 14 and 15 in the Department. Although the commentary is restricted to these two years it does provide a roughly representative sample of Department activities. This sample is current and therefore reflects the present interests of faculty and research officers.

Research and Development

Table I provides a summary of funded research and development work carried out in the Department from 1978-79 (Year 14) through the present (Year 15).

This work was undertaken in relation to seven relatively distinct problem areas, three of which have been further subdivided (this is a post hoc classification of projects to serve the present purposes only).

By far the majority of projects fall into three of the seven categories; sixteen projects are classified as Evaluation, 12 projects focus on learner characteristics or teacher-learner interaction and 14 projects involve the development of curriculum material. The remaining projects address Curriculum or Staff development issues (7), Policy issues (5), Curriculum Implementation problems (3) and Dissemination (3). Eight projects have multiple problem foci and are listed more than once in Table I. Of the 60 listings, 36 are accounted for by staff associated with the Modern Language Centre, evidence of the high priority given research and development by the Centre since its inception.

Approximately half of the Department's projects over this two year period have been funded by nine external sources. These sources include (a) Ministry of Education, Ontario, (b) Secretary of State, (c) Ministry of Education, Manitoba, (d) Inter America Research Association, (e) SSHRC. (f) Carlton Board of Education, (g) Department of Indian Affairs and Northern Development, (h) The Ontario Modern Language Teachers' Association and (i) University of Western Ontario. The Ministry of Education, Ontario has been the major external source of funds.

Field Development

Independent field development work in the Department, undertaken primarily during the 1978-79 academic year, is summarized in Table II. Sixteen "projects" were undertaken by eleven of the Department's seventeen regular faculty (field development undertaken by faculty cross appointed from field centres is not included).

Six classifications of problems constituted the focus of the Department's field development attention; dissemination of research results, curriculum implementation, planning and program development, studies of in-service education, evaluation and instruction. These problem areas have essentially to do with what the Department terms "curriculum processes".

Problem areas receiving attention included the school subject areas of language arts, science, the Arts, mathematics, ESL, FSL and others. In addition, problems associated with improving skills and knowledge in the general areas of planning, development and consulting were addressed.

Field development was carried out with staff from individual boards of education, multiple boards at the same time, professional associations and faculties of education. These activities took the form of short presentations, workshops, long term consultations with individuals or committees; in one case a book was prepared.

Summary of Substantive Contributions

Information presented above for Years 14 and 15 in relation to the Departments R&D and Field Development programs can be further summarized. This summary presents a crude conceptualization of the function of a Curriculum Department within a Department of Educational Theory. In essence the interests of the faculty, taken as a whole, involve inquiry into the nature of changes required to improve the quality of important student outcomes. Faculty interests in this regard have both a normative and a descriptive intent. That is to say investigations within the Department have focussed on attempts to explain why school systems operate as they typically do and how the original operations of school systems A large proportion of Department interests, as well, however, focus on the normative side of this problem that is, how school system functioning can be changed to improve the quality and nature of outcomes aspired to for students. In this regard the interests of the faculty are theoretical as well as practical and a substantial focus of interest for many faculty in the Department is the relationship between theory and practice; the concept of curriculum deliberation has been used to describe the function to be formed by the practicing educator and the context in which educational theory is transformed into some form of practical action.

3. Major Outputs

I have considerable difficulty in knowing how to provide some sort of synthesis regarding the outputs of the Department. They do range substantially in character from the kind of research reports which appear in refered journals through evaluation reports serving to guide policy making, policy studies themselves (for example, the Curriculum Task Force's contribution to the Commission on Declining Enrolments). Department outputs also include extensive curriculum materials in the areas of primary education, language arts and reading, science at the secondary level, modules for French instruction, and mathematics material. Some of this material is directed at the student and others at teachers.

The field contacts developed within the Department are extensive in nature focussing on the elementary and secondary schools in particular. Faculty in the Department have close ties also with members in most faculties of education in the Province and the Department has an ongoing, formal liaison with the Ministry of Education. With respect to the elementary and secondary schools in the Province the relationship varies considerably, but in many instances it involves ongoing deliberation with those systems over the period of many years as those systems attempt to gradually improve the quality of their service. The role of the Department faculty in this context is not seen as one of independent researcher who is interested exclusively in general principles but someone who is capable of providing practical advice in a deliberative setting and has the ability at the same time to reflect on the deliberative setting for the purpose of problem-solving in other contexts.

4. Conclusion

A large proportion of faculty in the Curriculum Department would characterize their problems as helping to reduce the gap between images of the educated person aspired to by society and the outcomes actually being realized by students at the present time. The Department as a whole approaches this problem in its multiple contexts while individual faculty may pursue small pieces of the problem. What we are increasingly sharing as a faculty, however, is our conception of the problem. On this basis, it would be our recommendation that the future research activities of the Institute explore the nature of the gap between images and outcomes and what knowledge is required by practitioners to reduce it.

KL:gb

TABLE 1

Department of Curriculum

Recent and Ongoing Research and Development Projects

Category of Problem		Title of Project	Year	Principal Investigators & Research Officers	Large or Small Scale Funding	Source of Funding
1. Evaluation	1.1. Programs and Courses	Bilingual Education	15	M.Swain/S.Lapkin/C.Andrew J.Kamin/B.Harley/M.Szamosi/G.Hanna	Large	OISE
		The Carleton Board Bilingual Education Program Study	15	S.Lapkin/M.Swain (as above)	Large	Carleton Board
		Evaluating the Effectiveness of the Mult-cultural Program Year 2	15	J.Cummins/TBA	Large	Secretary of State
		The Arts in Primary and Junior Education in Ontario (with the University of Western Ontario)	14	R.Courtney/P.Park (UWO)/N.DiVito	Large	Univ. Western Ontario
		Evaluation of a Core French Program in Manitoba	14	H.Stern/M.Swain	Large	Min. of Ed.-Manitoba, Dept. of French Ed.
		Evaluating the Effectiveness of the Mult-cultural Program	14	J.Cummins	Large	Secretary of State Multiculturalism
		Bilingual Programs Across Canada	14	J.Cummins/S.Lapkin/ V.Gaudino	Large	Secretary of State
		Formative Evaluation of Curriculum Materials For the Teaching of French as a Second Lang.	14	H.Stern/H.Russell	Large	OISE
		The Evaluation of Bilingual Education Programs in Ontario	14	M.Swain/S.Lapkin/C.Andrew/ B.Harley/J.Kamin/M.Szmaosi	Large	Min. of Education Grants-in-Aid
	1.2. Development of Evaluation Procedures	Development of First Language Educational Assessment Procedures for Immigrant Children	15	J.Cummins	Small	OISE

		Computer-aided Handling of Language Data	14	M.Szamosi	Small	OISE
		Program Evaluation for Ontario School Systems (in co-operation with Queen's University)	14	K.Leithwood/R.Wilson/ A.Marshall (Queen's) D.Montgomery	Large	Ministry of Education
		Program Evaluation for School Systems Phase II (November,1978-April 30,1980)	15	K.Leithwood/R.Wilson/ A.Marshall (Queen's) D.Montgomery	Large	Ministry of Education
	.3. Test evelopment or nalysis	Bilingual Education Project	15	M.Swain/S.Lapkin (as above)	Large	OISE
		Ontario Assessment Instrument Pool: Junior Division Mathematics -- Management and Coordination Project	15	M.Wahlstrom/R.Danley	Large	Ministry of Education
		Relating Assessment of Student Achievement to Curriculum Policy in the Formative Years	14	M.Wahlstrom/R.Danley	Large	Ministry of Education Grants-in-Aid
		An Analytical Review of Test Instruments Used in Evaluating Student Achievement in the Intermediate Division	14	M.Wahlstrom/R.Danley	Large	Ministry of Education
arner [illegible]	.1. Learner naracteristics	Implementing the Integration of Community Cultural Institutions into the Curriculum	15	R.Simon/J.Weiss	Small	OISE
[illegible]-Lea teraction		Bilingual Education Project	15	M.Swain/S.Lapkin/(as above)	Large	OISE
		A Study of the Relationship between First Language Proficiency and the Development of Second Language Proficiency in Japanese and Vietnamese Immigrant Students	15	J.Cummins/M.Swain	Large	InterAmerica Research Association Ltd.

	Form-function Relationships in Second Language Learning	15	P.Allen/M.Frohlich	Large	Social Sciences & Humanities Research Council
	The Cross-Lingual Dimensions of Language Proficiency	15	J.Cummins	Large	SSHRC
	Error Treatment in French Language Classes	14	C.Tran	Small	OISE
	Second Language Learning and Teaching in Classroom	14	H.Stern/E.Bialystock/ M.Frohlich/J.Howard	Large	Secretary of State Language Programs Branch
	Second Language Learning and Teaching in Classroom Settings-Year III April 1,1979-March 30,1980	14	H.Stern/E.Bialystock	Large	Secretary of State Language Program Branch
	An Analysis of Teacher Beliefs in Relation to Procedures for Assessing Student Achievement	14	M.Wahlstrom/E.Regan P.Danley	Large	Ministry of Education Grants-in-Aid
	The Teaching and Learning of French as a Second Language in Two Distinct Learning Settings	14	H.Stern/E.Bialystock/ M.Frohlich	Large	Ministry of Education Grants-in-Aid
2.2. Teacher-Learner Interactions	The Carleton Board Bilingual Education Program Study	15	S.Lapkin/M.Swain (as above)	Large	Carleton Board of Ed.
	The Cross-Lingual Dimensions of Language Proficiency	15	J.Cummins	Large	SSHRC

3. Material Developm.	3.1. Student Materials	Module Making Project		H.Stern/R.Ullmann/M.Balchunas/V.Argue	Large	OISE
		ESL Modules	15	P.Allen	Large	OISE
		Module Making Project	15	R.Ullmann/H.Stern (as above)	Large	Ministry of Education
		Co-operative Materials Development: A Case Study	15	R.Ullmann/M.Balchunas	Small	OISE
		Module Making Project	14	H.Stern/R.Ullmann/M.Balchunas/V.Argue	Large	Ministry of Education-Learning Materials Development Plan
		Module Making Project	14	H.Stern/R.Ullmann/M.Balchunas/V.Argue	Large	Ministry of Education-Learning Materials Development Plan
	3.2. Teacher Materials	Science Education in a Canadian Context	15	D.Roberts/G.Orpwood	Small	OISE
		Development and Evaluation of Curriculum Materials for Intermediate Division Science	15	D.Roberts/G.Orpwood	Large	OISE
		ESL Professional Development Modules	15	P.Allen/B.Burnaby	Large	OISE
		Feasibility Study on Production of Study Materials	14	J.McInnes	Small	OISE
		Revision and Dissemination of the Conceptual Skills Program	14	E.Regan/M.Harris	Large	OISE
		Development of a DIAND Teachers Kindergarten-Primary Manual	14	G.McDiarmid	Large	Dept. of Indian Affairs & Northern Development

7.3. Materials for other Agents	Bilingual Education Project	15	M.Swain/S.Lapkin (as above)	Large	OISE
	Program Evaluation for Ontario School Systems - Phase II, November 1978-April 30,1980	15	K.Leithwood/R.Wilson/ A.Marshall (Queen's)/ D.Montgomery	Large	Ministry of Education
rriculum Implementation	Development and Evaluation of Curriculum Materials for Intermediate Division Science	15	D.Roberts/G.Orpwood	Large	OISE
	Describing and Evaluating Strategies for Implementing Curriculum Innovations	15	K.Leithwood/F.Robinson/ D.Montgomery	Large	OISE
	The Choice and Decision Project: Applications of Research, Development and Field Development Outcomes in Curriculum Decision-Making to Prototype Training Programs for Varying Curriculum Responsibilities including Teacher Education	14	K.Leithwood/M.Connelly/ H.Hedges/L.Popp/E.Regan/ D.Roberts/F.Robinson/ H.Russell/M.Wahlstrom/ B.Kilbourn/J.Clipsham R.Danley/D.Montgomery	Large	OISE
issemination	Bilingual Education Project	15	M.Swain/S.Lapkin(as above)	Large	OISE
	Bilingual Education in Ontario: A Decade of Research	15	M.Swain/S.Lapkin (as above)	Large	Ministry of Education
	Modern Language Teaching Library	16	H.Stern/A.Weinrib	Large	Ontario Modern Language Teachers' Association

		Working Papers on Bilingualism	14	M.Swain/B.Harley	Large	Secretary of State -Language Programs Branch
6. Policy [illegible]		Bilingual Education in Ontario. A Decade of Research	15	M.Swain/S.Lapkin (as above)	Large	Ministry of Education
		National Inquiry into Arts & Education in Canada	14	R.Courtney/C.Turkowych	Large	OISE
		Curriculum Task Force for CODE	14	F.Connelly/R.Enns	Large	Ministry of Education
		Selection of Teacher Candidates: A Systematic Search for Criteria	14	M.Wahlstrom/R.Danley	Large	Ministry of Education
		Early Childhood Education: Perceptions of Programs and Children's Characteristics	14	M.Wahlstrom/R.Danley	Large	Ministry of Education
7. Curriculum [illegible]	[illegible]pment/ [illegible]	Co-operative French Curriculum Project: With Special Emphasis on a Canadian French Culture Component	15	H.Stern/R.Ullmann	Large	OISE
		A Handbook for Curriculum Development During a Period of Declining School Enrolments	15	M.Connelly/K.Leithwood	Large	OISE

Science Education In A Canadian Context: A Pilot Project In Curriculum Development	15	D.Roberts/G.Orpwood	Small	OISE
Toward Maturity in Teaching	15	B.Kilbourn/D.Roberts	Small	OISE
Implementing The Integration of Community Cultural Institutions into the Curriculum	15	R.Simon/J.Weiss	Small	OISE
Refining the School-Based Model of Teacher Development	15	J.McInnes	Small	OISE
Co-operative Materials Development: A Case Study	14	R.Ullmann/M.Balchunas	Small	OISE

Table II

Field Development In The Department of Curriculum

Problem Classification	Problem Area	Unit	Nature or Format of Work	Proportion of Time Spent (FTE)	Department Member
I Dissemination of Research Results	1. Writing	Multi-Board	Workshops and Consultations	.05	B. Fillion
	2. Declining Enrolments	Provincial Professional Associations	Workshops and Consultations	.05	F.M. Connelly
	3. Arts	Faculties of Education	Workshops and Presentations	.07	R. Courtney
	4. FSL	Individual Boards	Presentations	.05	M. Swain
II Implementation of Curriculum Policy and Guidelines	1. Language Arts	Multi-Board	Workshops and Consultations	.07	B. Fillion
	2. Multiple Subjects	Individual Boards	Consultations and Workshops	.05	K. Leithwood
	3. Arts	Individual Boards	Workshops	.10	R. Courtney
	4. Science	Individual Boards	Consultations	.05	D. Roberts

(Con't)...

Table I (Con't)

Field Development In The Department of Curriculum

Problem Classification	Problem Area	Unit	Nature or Format of Work	Proportion of Time Spent (FTE)	Department Member
III General Curriculum Planning and Program Development	1. Language Arts/Reading	Faculties of Education	Consultation	.10	F. Smith
	2. Language Arts	Board	Consultation	.10	F. Smith
	3. Curriculum Development Process	Ontario Teachers Federation	Preparation of a book with others	.10	F.M. Connelly
	4. Curriculum Planning Process	Individual Boards	Consultation	.15	K. Leithwood
	5. Curriculum Consultancy Skills	Individual Boards	Workshops	.05	E. Regan
	6. ESL	Radio Programming	Consultation	.05	P. Allen
	7. Mathematics Instruction	Individual Board	Workshops	.20	G. McDiarmid/ C. Carlow
IV In-Service Education (developing rather than providing)	1. Language Arts	Individual Board	Consultation	.10	J. McInnes

AN-98

(Con't)...

Table I (Con't)

Field Development In The Department of Curriculum

Problem Classification	Problem Area	Unit	Nature or Format of Work	Proportion of Time Spent (FTE)	Department Member
V Program Evaluation	1. Multiple Subjects	Individual Boards	Workshops	.07	K. Leithwood
VI Instruction	1. Science	Individual Teacher	Consultation	.05	B. Kilbourn

REPORT

of the

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

330

Departmental Report

The Task Force on Impact

submitted by Edward S. Hickcox
Chairman, Department of Educational Administration

May 12, 1980

I. Introduction

The Department of Educational Administration is one of the original academic units of the Institute and has had what one might term a varied history since its founding. By this I suggest that the rather eclectic nature of our field of study has resulted in a variety of kinds of faculty and a variety and diverse set of research and development activities carried out over the years. While I will discuss the work and impact of the Department in terms of clusters of efforts, it is still true that these tend to be artificial categories. What we have done, in my view, over the years is to respond to needs perceived among our clients, and these needs and our perceptions of them have varied tremendously.

II. Departmental Background

In terms of complement, this unit at one time (about 1969, I think) was the second largest in the Institute with a faculty complement of twenty or twenty-one. For the 1980-81 academic year we will have a faculty complement of slightly over eleven, four less than we have had during the 1979-80 academic year. This rather rapid and severe reduction creates organizational problems of considerable magnitude; it is also likely to alter rather sharply the direction of our research and field efforts.

There have been five chairmen of the Department, John H. M. Andrews, Thomas B. Greenfield, Robin Farquhar, Thomas R. Williams and the incumbent, Edward S. Hickcox. One important characteristic of the faculty over the years is the extent to which former members have gone on to high level administrative positions. These include (not an exhaustive list) K. George Pedersen, President of Simon Fraser, Robin Farquhar, Dean of Saskatchewan, Thomas Williams, Dean at Queen's, Peter Cistone, Associate Dean at Temple, David Wiles, Department Chairman at SUNY Albany. There may be others.

Internally, a number of our faculty hold or have held high level positions at OISE. Mark Holmes is Coordinator of Field Development. Doris Ryan is Acting Coordinator of Research and Development, and Assistant Coordinator of Research and Development. Glenn Scott, Alan Brown, Steve Lawton, Roger Simon and Jack House have all held positions at the level of Assistant Coordinator or higher at one time or another. Don Musella was Executive Director of the Ontario Council for Leadership in Educational Administration for five years, having returned during the current academic year to the Department.

A major emphasis in our history has been in Graduate Studies. For most of that time, we have had one of the largest enrolments in the Institute, with particular emphasis on part time students. One report last year indicated that our unit had graduated more students than any other in the Institute, although we should note that our enrolments have leveled off and perhaps declined slightly during the past two or three years. In particular, our full-time doctoral programs have experienced some decline in enrolments, although a definite improvement is noted for our Ed.D. program for next year.

/3

Our graduates have done well in a career sense. I could not begin to list the kinds of positions held by our graduates, but I will note a few instances. The present Deputy Minister of Education, Dr. Harry Fisher, holds a Ph.D. from our Department. The Assistant Deputy Minister of Manitoba is Dr. Ronald Duhamel. Dr. John Stapleton is Dean at Lakehead. Dr. Jack Lam is Assistant Dean at Brandon. Of the twenty Directors of Education appointed in Ontario during 1978-79, twelve were graduates of this Department.

While I realize the Task Force is particularly interested in the impact of Research and Development on Ontario education, it seems to me that the number of faculty and students from our Department who have assumed high-level leadership positions in Ontario and elsewhere cannot help but be counted as a major impact on education, and I would suggest that the expenditure of our resources in the area of training has resulted in a unique contribution in terms of people. This is not to denigrate the graduates of other units, but we are in a unique position since our students study with us specifically to prepare themselves for leadership in education.

In the same vein, our faculty have had considerable impact nationally and internationally at the university level in the field of educational administration. For example, Flower, Andrews, Greenfield, Brown, Farquhar and others have been instrumental in national research and scholarly organizations, in particular with the Canadian Educational Research Association and with the development of the Canadian Society for the Study of Education. Cistone was president of the University Council for Educational Administration. Of particular note in the past few years has been the "impact" of the ideas of Professor Thomas B. Greenfield in fostering discussion and debate about the fundamental nature of inquiry in our field and even in the nature of the field of study itself. His work has been extensively quoted and his notions have been the subject of discussion at nearly every recent conference involving professors of educational administration both here and in other countries. In particular, his ideas have been taken up in England and Australia.

Relative to changing focus and problems, I could go on at length. Just briefly, it is clear that the reduction in our staff, and the fact that since 1977 we have not been able to hire any new personnel, has brought about a curtailment in certain activities. The best example is that three of the four individuals leaving the Department this year have worked in the area of Educational Finance and Economics. While we are moving to cover with our existing personnel there is no way, without additional hiring, that we can hope to continue and expand this work with the same degree of impact that has been true in the past. The influence and stature of Professor E. Brock Rideout on educational finance in Ontario and throughout the country cannot be duplicated with our existing staff, at least until a fair number of years have passed to permit those individuals to become immersed in that field and to achieve recognition. I feel this is a real loss to the Institute and have so stated on a number of occasions.

At the same time we have moved to meet some new demands. In particular, in the area of collective negotiations and bargaining, and also in the area of law, we are mounting new courses and planning new research and development activities. It is in these areas that we see gaps of knowledge that we should be able to address. Further, we are beginning to talk about a coordinated effort in the area of supervision, including the development of materials and models for personnel evaluation at all levels. This is just beginning.

I believe, however, that our prime emphasis, no matter what the content being addressed, will be on applied knowledge and on field service activities based on applied research carried out here and in other units and institutions.

III. Major Substantive Contributions

I am going to combine your questions two and three into one section, not differentiating between major substantive contributions and other substantive contributions. I find it difficult to evaluate our efforts in these terms. I believe it will be obvious from the discussion, however, that we have made more efforts in some directions that in others.

I have identified five clusters of contributions as follows: organizational analysis, organizational process, finance, politics and policy, collective bargaining and law. In a different ordering, I will discuss briefly some major efforts we have made in national and international activities which encompass utilization of knowledge and ideas from the main clusters and which also impact on our training programs.

A. Organizational Analysis

This broad focus has a number of sub-topics to be identified in the discussion. In addition, these activities have generally included research and dissemination activities in an inter-related way. The

/6

umbrella project, The School Board Administration Project, will be outlined in some detail at the end of this section.

1. Organizational Studies. Throughout the history of the Department members have been asked either as teams or as individuals to work with individual organizations on organizational problems. Some of these efforts do not appear in the R & D records since they may have been carried out as part of some other project or as field service which does not appear as a funded project. Among these activities are the following (not listed either chronologically or in order of importance):

The Grey County Project (Hickcox, Greenfield, Ryan, Scott, Graham)

The Waterloo County Project (Greenfield, Ryan and others)

The Wellington County Project (Greenfield and others)

The Lanark County Project (Scott and Hickcox)

The Hillcrest Project (Ryan)

The Dufferin County Project (Hickcox, Scott, Ryan)

The Northern College Project (Hickcox, Ryan and others)

The Lakehead Project (Farquhar, Scott, Greenfield, Williams)

The Cochrane-Iroquois Falls Project (Scott and Hickcox)

(I am sure there are many others for which I do not have records at hand.)

Generally, each of these interventions came about through contacts developed through our relationships with province-wide trustee and administrator organizations, attendance at their meetings and conventions, membership on their committees, assistance in planning and presenting programs. There would be a different story behind each of the projects listed.

We have responded to these kinds of requests because they represent a real need on the part of organizations for consultation on problems for which our staff has particular experience and skill. Whereas a professional consulting firm might be appropriate to analyze the budget process or develop a set of personnel procedures of a technical nature, we are able to examine and recommend administrative and structural changes from an educational point of view, reflecting our collective experience in schools as teachers, administrators and scholars.

These activities range from what we call "quick-and-dirty" interventions where a team will go to a system for a day or two, talk with trustees and administrators, and report a series of observations and recommendations at the end of the period. In some cases (Cochrane-Iroquois Falls) a report is presented orally at an in-camera session. In others (Northern College) there is a report prepared in writing.

In other cases (Grey County, Waterloo) the intervention is long, perhaps one or two years, and relatively large numbers of people are involved. In these cases there is always a substantive written report and frequently some follow-up. In one instance (Northern College), the recommendations from a two-day consulting visit resulted in the planning and implementation of a weekend workshop for the Governors and Senior Staff of that organization in which our staff, augmented by a practising administrator, worked intensively on problems of decision-making and improved communication at the governance level.

In the early days, we engaged in these activities at very little

/8

cost to the cooperating organizations, subsidizing the work from our own resources. More recently, we have operated on a cost basis as with Lanark County where the School Board paid about $7,000 for the service.

It is extremely difficult to estimate the impact of these activities. The danger, in fact, is underestimating. As I have indicated, in nearly every case there have been written reports made. The organization structure in Grey County which we recommended years ago is essentially still in place. Ryan's Hillcrest study will have a rather profound impact, in my view, on some proposed modifications of the credit system. Sometimes we can estimate impact by noting that we are asked back on several occasions, as in Dufferin County. The Lakehead Study resulted in a reorganization of the central office operation of that school system. In Waterloo, we have had a number of relationships of different kinds continuing over the years, including the sustained interest of at least one trustee from that system in OISE through membership on various of our councils and committees. I doubt that this individual would have given the time he has given without the activities of members of our Department with the Waterloo County Board of Education.

2. The Commission on Declining Enrolments. Members of our Department engaged in a series of projects with this Commission, including:

The Impact of Declining Enrolments on School Governance and Administration in Ontario (Scott, Ryan, Hickcox, McLeod)

Effects of Declining Enrolments on Non Certified Staff (Lawton)

The Impact of Declining Enrolment Upon Principals and Vice-Principals with Implications and Alternatives (Brown)

/9

Several studies in the area of Finance (Rideout)

In addition, Edward Hickcox served in a direct relationship with Dr. Jackson relative to organizational and administrative implications of decline and prepared drafts of several chapters in both the Interim and Final Reports.

These efforts were carried out in the course of a fourteen-month period under extreme pressure. In general, the studies involved extensive province-wide surveys, interviewing and analysis of documents. Funds (controversial as they were) came from the Commission and involved a combination of purchased time and consulting fees. Each individual study resulted in a publication by the Commission and each was utilized to some extent in the Interim and Final reports.

It would be impossible to sort out the specific impact of these efforts and it is early yet to judge the eventual impact. I think everyone involved in this massive effort agrees that educators throughout this province became aware of the problems associated with decline through these studies. The government has yet to produce a set of recommendations and mandates dealing with the work of the Commission, but is about to do so.

Several spin-offs have resulted from this work. One teacher affiliate organization contracted with members of our Department to prepare a brief for the Commission. We have been involved in several workshops around the province about declining enrolments, and members of our Department participated in major symposiums on the topic at AREA and CSSE, and an article based on the studies has appeared in Curriculum Inquiry.

Perhaps I can make one point about these kinds of efforts. In the particular study for CODE that I was involved in, we contacted and visited eleven school systems in the Province, interviewing extensively the top administrators and the trustees. I firmly believe that our really tremendous reception and positive response for extensive information was due in large part to the close relationships we have built up over the years with trustees and administrators in the Province. This might be an indication of impact.

3. School Trustees and Administrators. There have been a number of studies and activities over the years involving work with trustees and senior administrators in the Province. Included are:

A Study of Chief Executive Officers Employed by
Ontario School Boards (McLeod, Brophy)

The Process of School Board Member Recruitment in
Ontario (Cistone)

Running for School Board--Some Factors Critical to
Candidates' Success (Townsend)

Supervisory and Administrative Organizations and
Staffing Ratios (Hickcox and others)

School Board Status (Brown)

Superintendent of Schools Study (Williams)

These have all been funded projects and have resulted in a variety of outputs. The McLeod/Brophy study is just completed and will be published. More than the publication, however, is the impact this study has already had. In its unique look at what administrators really do, it has aroused interest among administrators across the Province and

/11

across the country. A number of workshops have already been presented. The principal investigator has been invited to give a major address at the CEA Short Course in Banff this spring. The Cistone study resulted in some articles and eventually a book, Understanding School Boards, which is frequently cited. The Hickcox study developed a typology for school board structure which has been widely used in the Province (two publications have resulted) and it forms the basis for a recent major study of structure being conducted by the provincial administrators' organization. The Williams study has also been utilized by OAEAO.

4. Schools and Students. This heading is not really descriptive. It includes a kind of miscellaneous series of studies and activities dealing with in-school kinds of issues. These include:

Inservice Program for Open Education (Musella/Selinger)

A Long Term Study of Open Education in Ontario Schools (Musella and others)

In-Basket Simulation Materials for Community College Administrators (Arikado/Musella)

Mastery Learning (Ryan)

Class Size Studies (Ryan and Greenfield)

Education of Adolescents in Remote Areas of Ontario (Ryan and others)

Secondary Schools Organization (Ryan and Davis)

I cannot comment too much on most of these since I was not at the Institute when they were carried out. The Secondary Schools Study is also just getting underway. These have been important efforts, however, and have resulted in international visibility in some cases. The class size studies, for example, by Ryan and Greenfield, have been cited extensively throughout the world and have received recognition as

/12

definitive in many cases. I do not have the data to estimate the number of workshops, consultations, letters, telephone calls and the like associated with the studies in this group but they are considerable.

5. The School Board Administration Project. Since the first year of the Institute, members of this Department have focused on a variety of activities with trustees and administrators under the rubric School Board Administration Project. This project was renamed Leadership in Administration at one period when it was submitted for funding through internal sources. At some point when I was no longer at OISE it lapsed in terms of funding internally, but in a conceptual sense it continues.

The basic notion behind this effort is to establish through a variety of relationships with trustee and administrator organizations a feeling of mutual trust and confidence. In this way, the kinds of spin-offs described in earlier sections will come about. At one time or another nearly every member of the Department has been engaged in in-service activities connected with this project. Perhaps the most intensive effort occurred during 1969 when members of this Department worked with trustees, administrators and the Ministry to prepare a set of materials and disseminate them through a series of thirteen conferences relating to the creation of larger units of administration. Among the major spin-offs from these seminars was the publication of the manual Developing School Systems (Greenfield, House, Hickcox and Buchanan), a book which enjoyed wide circulation in Ontario and whose impact can be quite visibly determined. For example, the term "Superintendent of Operations", which is a common position in Ontario school systems, was first introduced in this book.

/13

Among the most significant achievements of this project, which can never be recognized through the usual Institute system of accountability, is the creation through our direct efforts of a planning model for the delivery of professional development by the Ontario School Trustees' Council. While I cannot take the space to describe the model in detail, I have been impressed that this approach to planning, first initiated in 1969, has continued in somewhat altered form to the present time, and we are still heavily involved. Through this mechanism and our continued involvement in it, I think it is fair to say that every two years members of this Department come in contact with every trustee in the Province and with every Director of Education. Or to be conservative, at least 80% of them. Whether this is positive or negative impact is not for me to say here. But at least there is contact.

I am attaching part of the individual report prepared for the Task Force by Dr. J. Glenn Scott of our Department. While he has rightfully couched his detailed analysis in terms of his own involvement, I think it is fair to say that his statement could be duplicated by other members of our unit. In other words, the specialized conferences, the work in recruitment and selection, the organizational consulting and other activities so carefully outlined in his report are typical of the sorts of relationships we have developed with the educational community in Ontario.

An examination of the Scott materials reveals the difficulty in assessing direct impact. It can only be measured through a feeling that our continued association with leaders in Ontario is a result of these rather diverse and often diffuse efforts. Within the past week, I spent

/14

a full day attending an area meeting of the OAEAO. I made no speeches, presented no papers. And yet, given the particular milieu in which administrators in this Province work (as detailed in the McLeod/Brophy study) I could argue that this was a better use of my time than the time I am now spending late at night writing this report.

B. Organizational Process

Under this category I include activities related to planning and to efforts to improve the administration of personnel in school systems and other educational organizations. We have had a number of efforts in this area, and I provide a partial list as follows:

Curriculum Choice and Decision Project (Greenfield and others)
Deans as Individuals in Organizations (Ryan)
Personnel Assessment Program (Musella)
Quality Teachers in Ontario (Lawton)
Values and Beliefs of Participants in School Systems (Simon)
The School as Process (Greenfield and others)
Organizational Development (Croft)
Testing a Mathematical Model for Innovation (Lawton)
Cooperative School System Evaluation (Davis and Ryan)
Alternative Learning Environments (Simon and Levin)
Systems Analysis (Greenfield and Levine)
Leadership Development Through Simulation (Musella)

There are some really major efforts included in this list, and I cannot possibly analyze each of them. What I propose to do is to reproduce a statement from Brown about his work, but I wish it to be understood that this is not meant to downplay some of the other efforts.

For example, the Greenfield/Simon work in The School as Process has tremendous potential for impact, even though, in my view, it has not yet reached the stage where its impact can be measured. The Systems work referred to seems a bit out of date in this day and age, and yet there was extensive activity in this during the 60's and early 70's.

The following is the Brown statement:

> Here is a happy set of coincidences showing the natural integration of theory, research and development, graduate programs, and the immediate effect upon practice and policy out in the field. Mostly it has to do with people problems, their idiosyncratic nature and the anguishing futility one might anticipate when attempting to try and develop any tried-and-true solutions, whether theoretically sound or not. The opportunity for cross-fertilization of idea-development that is provided by OISE in its complete integration of programs is why this sort of event usually happens without any incident, fanfare, or accolades (true, we do not have student teachers to work with, but we do have real live teachers, trustees, administrators and pupils who, when we listen, send us a never ending set of real problems).
>
> This cross-fertilization began in late 1975 when trustees on a regional (Halton) board of education perceived a problem--a personnel problem. There was some unease among trustees and teachers alike over who got promoted and why. A practical enough problem; one which the board in its own way had earlier attempted to solve by appointing a committee. Unfortunately, it was a political committee and got nowhere so they appointed another committee which put it in the lap of their research officer. That was a smart move.
>
> Coincidentally at the same time an OISE professor was looking for a way of applying to administrative practice the implications of personal construct theory which he had been working on --somewhat in isolation for some time. The psychology of personal constructs had been around for a decade or two but had had no perceivable impact on our school administration area, despite a major resurgence of interest among psychologists, clinicians, hospital and management people. So Brown's theoretical base was well developed, his instrumentation had been validated on teacher effectiveness issues but what it needed was a dynamic problem in the field.
>
> The coincidences began when the board's research officer got in touch with OISE's field centre which put him in touch with the Department of Ed. Admin. which, owing only to a fluke in the title

of the committee which had nothing at all to do with the board's basic question (of why people got promoted), people got together; board officials, a professor, doctoral students, and a federation official.

What happened was that over a period of a year or so many changes were made, including:

1) administrators and trustees alike learned a lot about personnel decision-making skills

2) they learned what kind of criteria they had been actually using despite the fact that many had been unaware of them

3) they had a chance to find out how each other were making personnel decisions and to compare these "Are's" with what they began to realize are the "should-be's"

4) as a result the board established a new set of prioritized promotion criteria and has been using it ever since

5) OISE gained a practical application for its theory development

6) some of OISE graduate doctoral students gained professional development expertise and, in two instances, theses

7) OISE gained a basic formula for a workable professional development program that has since been used in a number of other jurisdictions

The same sort of tale could be told about the other jurisdictions where this package has worked its way out and become more perfected; in each instance there has been personal contact between the field and the Institute, a number of graduate students have been involved, the contribution to theory development through distribution of information to other scholars and a change in policy, practice, or decision-making procedure within the field.

The Newport News, Virginia, case had to do with teacher selection rather than promotion and happened entirely because their principals had asked their personnel director for help, now that their superintendent had committed them to raise their standards on national assessment norms. This project completely refined the workshop procedure with study guide questions and procedures, a heightening of awareness of the personal constructs each used in making teacher selection decisions and the establishment of prioritized criteria which, on an annual basis, would be redeveloped.

At Sault-Ste.-Marie two independent projects had the same origins: the personnel superintendent getting together with the professor doing an off-campus course and involving both the off-campus students and three of our doctoral students here in each of the phases: design, development and presentation. At the Soo, the trustees had a series of workshops based on this model, certainly the first time a professional development workshop had ever been done for trustees there. As a result they have now developed understandings, practices and procedures for making selections and promotions at senior administrative levels. The high school administrators in the same city got on it also, having to do with selection and promotion for persons to department headships and vice-principalships and the kind of people-problems that arise in complex secondary schools. In each instance the use of personal construct theory, or the development of awareness of the kinds of basic personal values that one is using when dealing with others was essential.

Evidence of impact has also come from other uses of the still developing personal construct theory: Simcoe County Separate School Principals, Etobicoke Secondary School Vice-Principals, Leaside High School Teachers, Toronto Area 6 Elementary Teachers, the OASBO Secretaries, Addiction Research Foundation Program Directors, CBC Television Executives, and Senior Executives of the Hudson's Bay Company. In each instance, a different kind of field problem had been raised. In each case the breadth and strength of personal construct theory became evident, in each case individual graduate students were involved. From each event there was favorable feedback and in the majority of them some lasting impact has been reported upon the personal values of people working with people.

C. Information Retrieval for Administration

This is, in a sense, an ancillary thrust for administration, but we happen to have two individuals in our unit who are recognized experts in this field, Steve Lawton and Ethel Auster. Without listing the individual projects associated with effort, I should point out that we have led the way in the development of information retrieval systems for Ontario through the EISO project and related activities, spearheaded by Lawton and Auster. These have been highly funded efforts from the government. They have served, in my view, to alert the educational community to the possibilities in utilizing computer technology for information and for decision making.

Again, it is difficult to assess the impact of these activities on Ontario education, although there is data available from Lawton and Auster as to the amount of use these systems are receiving. I detect an increasing amount of awareness among administrators in Ontario about these systems and about information retrieval in general, but I do not have specific data at hand. What I do know, however, is that these systems are extremely efficient and have potential if they are used for informing policy makers prior to the taking of decisions. In short the information and technology are in place. Whether they will really be used is still an open question.

D. Finance and Economics

I have in my possession a list of thirty-three projects carried out in the area of Educational Finance and Economics by Professors Rideout, McCarthy, Bezeau and Lawton. Particularly through the professional career of Professor Rideout, we have had a major impact on the design of the grant structure and the distribution of resources for education in the Province of Ontario. Educational finance has been one of the traditional aspects of programs in Educational Administration throughout Canada and the United States, and I would have to say that in our Department we have been fortunate in having the services and the leadership of Professor Rideout. Perhaps the impact has been more personal than departmental, but the fact remains that Professor Rideout has been a member of our Department from the beginning, that his students hold positions of responsibility in the administration of finance in this Province and through the country and that the shape of our resource allocation system would not be as fine as it is without his influence over the years. Further, the addition of

Professor McCarthy, former Deputy Minister and head of a Task Force to look at Educational Finance in Ontario, has placed our Department at the forefront in this area. I couldn't begin to list the numbers of workshops, conferences, papers, speeches and the like at which Professors Rideout and McCarthy have brought the message. Further, they have both participated in the development of our certificate program for business officials, a unique avenue for business administrators to achieve status as supervisory officers. As I have indicated, both Professors Rideout and McCarthy are retiring this year, and our inability to replace them under the current resource allocation system of the Institute is a severe blow to us and also in my view, to the kind of leadership that OISE could provide to the Province and the country in the area of Educational Finance.

E. Collective Bargaining

This is a relatively new thrust for our Department, a response to what we perceive as a major need among school people in Ontario in the coming years. Under the leadership of Professors House and Robbins, we have launched some preliminary efforts in the form of small scale projects, development of courses and encouragement of student research in the area. We cannot assess the impact at this time. In the area of school law, Professor Robbins has done extensive study and developed some interesting courses, but as a thrust and in terms of impact, there is a long way to go. In my view, however, this will become an increasingly important area for us. We need more training, knowledge and personnel in this area, however, if it is to ever come to fruition.

/20

F. The Politics of Education

We have had a rather long history of effort in this area of importance in the field of Educational Administration. Our first major effort in this area, perhaps, was the so called "Metro Study" conducted by Williams and Wiles in the early 70's. It was an in-depth analysis of the governing structure of the Metropolitan Toronto School Systems. While the formal publications from this study have been minimal, there is no doubt that the impact on the system itself has been considerable, particularly in terms of educational leaders recognizing for themselves what their problems are. One could claim, in fact, without hard evidence, that the system has managed to operate effectively to this day as a result of the massive intervention of researchers during the period of the study. But I have no concrete evidence to support this.

We have had other studies of note in this area, including work by Selinger on teacher militancy, the work of Cistone in the area of school board operation, and more recently the work of Townsend in examining the question of the merger of the Ministry of Education with the Ministry of Colleges and Universities. Townsend has also been engaged in a national study of attitudes of top leaders toward bilingualism.

G. The Ontario Council for Leadership in Educational Administration

OCLEA is a semi independent organization, technically under control of our Department, whose purpose is to deliver in-service training programs to a variety of constituencies in Ontario, including administrators in schools, teachers, college and university administrators and trustees. One of our former Department Chairmen, Robin Farquhar, was instrumental in organizing this effort and obtaining substantial funding from the

Kellogg Foundation to get it started. One of our faculty, Don Musella, was the first Executive Director of the organization, a post which he held for six years. Again there is no space to describe the activities of this organization, and certainly our Department cannot take credit for its achievements. On the other hand, it would not have come into being without the efforts of members of our unit, and at the present time several members of our unit, including Edward Hickcox, Don Musella, Glenn Scott and some others still are integrally involved with efforts to keep the organization going. We have tried, over the years, for political reasons, to retain a low profile in the governance of OCLEA, but it would be less than fair to suggest that we have not been integral in its development. Again, we have never received Institute recognition for this contribution to the extent that would reflect our commitment to it, but it remains, nevertheless as a major part of our efforts.

H. The International Intervisitation Program

Members of our Department were instrumental in the planning and implementation of the 4th annual international intervisitation program for educational administrators from across the world. IIP '78 brought several hundred educational administrators from around the world to Canada for a month long visitation in the spring of 1978. As a part of this event, members of our Department took responsibility for planning and delivering programs for this visitation. It was the most complex operation I have ever been involved in, requiring the coordination of several layers of planning committees, a variety of school system cooperation in the Province, involvement of the Ministry, the government, and a variety of other agencies, and coordination with school systems across the country

/22

and in the United States. Quite apart from the national and international implications, its impact on Ontario in terms of our Department was to foster a cooperative atmosphere among a variety of constituencies in the Province. We took the leadership in this, and I think it had a tremendous impact in terms of the development of understanding among naturally antagonistic agencies. Whatever the impact, it certainly took a lot of resources in terms of planning time.

IV. Future Directions

Some of my previous comments indicate our future directions, i.e., in the areas of collective negotiations, law, supervision and the like. Other developments include possibilities of the development of certificate programs for administrators, tie-ins with the general certification systems of the Province, efforts to establish a policy centre.

While the drastic reduction in our staff in the past year and our inability at the present time to hire additional staff are resulting in a period of adjustment, we will be looking for ways of renewal that will enable us to continue the contribution we have made and to expand the impact we already feel has been achieved.

2252

School Board Administration

Hickcox, Scott,
Williams

re-registered as 2280. See 2280.

Scott was involved in this "omnibus project" from 1968 to 1974.

Originally designated as the School Board Administration project (2252)

Subsequently redesigned and reregistered as the Leadership Development in Administration project (2280)

As indicated through the attached documents, this project embraced a wide variety of research and development activities cutting across a number of substantive and methodological areas and, in many instances, culminating in published papers, addresses and instructional materials.

A perusal of the attached will provide the reader with an understanding of the nature and scope of this large-scale project in educational administration. The documents detail one member's activity within the project.

AN-123

Name: J. Glenn Scott Department: Ed. Admin. Project No. 2252 2280

II. TYPE OF IMPACT

Check the general category into which your work on this project fits best.

____ (a) Basic research in education

____ (b) Field centre activities

____ (c) Program development

X (d) Evaluation

X (e) Policy discussion and analysis

X (f) Research applied to specific school system problems

X (g) Organization and administrative problems

____ (h) Curriculum development

____ (i) Curriculum implementation

____ (j) ____________________

____ (k) ____________________

____ (l) ____________________

AN-124

Name: J. Glenn Scott Department: Ed. Admin. Project No. 2252 2280

III. VEHICLE FOR IMPACT

Please indicate below the item(s) most applicable to this project.

General

X (a) Development or presentation of new or different ideas
X (b) Helping define or better define a problem
X (c) Development or presentation of new or different approaches to problems (particularly organizational proble
____ (d) New or changed programs for learners
____ (e) New or changed teaching methods
X (f) New or changed approaches to bringing about change in education (particularly organizational change)

Specific

____ (g) New or changed approaches to evaluation of learners
X (h) New or changed approaches to evaluation of teachers
____ (i) New or changed approaches to evaluation of programs
X (j) Helping to solve a specific educational problem (particulary the governanc and administration of educatio
____ (k) Introducing new curricular materials
____ (l) Introducing new curricular or instructional concepts
X (m) Improvement of professional skills
X (n) Analysis of significant policy issues
X (o) Application of research to practical problems
X (p) Implementation of change

Other (please specify)

____ (q) ____________________
____ (r) ____________________
____ (s) ____________________
____ (t) ____________________

Name: J. Glenn Scott Department: Ed. ADmin. Project No:2280

AN-125

IV. EVIDENCE OF IMPACT

As a large-scale, long-term "umbrella" project, with a particular focus on organizational studies (educational governance, policy-making and decision-making: analysis and development / structure and process / roles and relationships) and embracing a team of faculty members at once "field-oriented" and "field-effective", I think you could find corroboration (if not validation) for my view that it has been the most important project--with the widest impact on a large number of appropriate educational constituencies--ever undertaken by OISEs Department of Educational Administration.

Various types of evidence will be presented to you by members of this project over the years. I invite you to peruse the attached accounts of my activities through this project between 1968 and 1974 (plus the year preceding the formal project). From one member's "seven-year retrospective", you will see that we initiated and responded to requests from the major trustee, administrator & teache organizations (elementary, secondary, college) of this province. In many cases, papers, articles, addresses and other learning materials were outcomes of the "project initiatives" (copies of these also attached).

By way of example of an annual reporting process in the project, I am also attaching a copy of a report to Dr. Edward S. Hickcox, principal investigator of the day, on activities for Year 8 (1972-73) organized under:

- A. Consultation, Conferences, Workshops and Seminars;
- B. Liaison with Professional Associations;
- C. Publications; and
- D. Instructional Materials.

Further, an analysis--in quantitative terms--of one member's project activity over the seven years reveals participation in 136 discrete activities (49 classified as consultation and 87 as dissemination). The 136 activities are summarized below by:

- A. Consultation (individual and group with external agencies); and
- B. Dissemination (addresses, workshops, seminars, conferences involving external professional and lay groups).

A. Consultation

- School Systems (individuals & groups representing 18 different systems)	25
- Professional Organizations (OPSMTF, FWTAO, OSSTF, OECTA, OSTC, OAEAO)	17
- Ministry Personnel	3
- CAATs	2
- Faculties of Education	2
	49 consultations

(See next page.)

AN-126

Name: J. Glenn Scott Department: Ed. Admin. Project No.: 2252
2280

IV. EVIDENCE OF IMPACT (Continued)

B. Dissemination

- School Systems (Trustees, Central and School Administrators)	26
- OSTC Regional Conference/Workshops (involving all School Systems across the province)	20
- OSTC - Joint Annual OISE/OSTC School Board Conference for Trustees and Administrators	7
- OSTC - Provincial Conference for Newly Elected School Trustees	3
- Other Professional Organizations FWTAO (6) OAEAO (5) OCLEA (2) OERC (2) OACD (2) ACAATO (2) NBSTA (2) PEIASB (1) OASBO (1)	23
- Individual Schools (Administrative and Teaching Staffs)	4
- Individual CAATs (Governors, Administrators, Faculty)	4
	87 dissemination activities

NOTE: In addition to the above activity, participation in the project resulted in 25 written products of one form or another: scholarly papers, published articles, monographs, reports and instructional materials--10; unpublished papers and addresses--15.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Office of the Coordinator of Graduate Studies

AN-127

MEMORANDUM

January 23, 1973

TO: Dr. Edward S. Hickcox
Department of Educational Administration

FROM: J. Glenn Scott
Graduate Studies

RE: Administrative Development Project of the Department of Educational Administration

Further to your memoranda of January 3, Ed, I am sending along a document outlining my Year 8 activities undertaken through the School Board Administration Project. You will note that I have included publications arising out of the Project.

In regard to time commitment, we agreed that you would indicate my involovement in the Project, with a notation to the effect that my time is accounted for through the Office of Graduate Studies.

A sincere thank you, Ed, for coordinating these diverse activities and for providing a rationalization for some of the field work of your colleagues!

JGS:md
Enc.

c.c. Dr. George E. Flower

AH-128

Department of Educational Administration

The School Board Administration Project--Year 8

Activities Undertaken by J. Glenn Scott

A. Consultation, Conferences, Workshops and Seminars

July 10-July 14, 1972: Participated in OISE Summer Visitation Program for Senior Administrative Officials.

October 4, 1972: North York Board of Education, Consultation re Structure Study.

October 5, 1972: OAEAO, Area 3 Conference, Toronto.

October 5, 1972: Consultation with Stormont, Dundas and Glengarry County Board of Education re the Recruitment and Selection of a Director of Education.

October 27, 1972: Conducted Workshop for Assistant Superintendents of Schools for the Metropolitan Separate School Board on Theme of "The Role of the Assistant Superintendent in a Complex School System", Toronto.

November 1-4, 1972: OAEAO Annual Conference, Toronto.

November 24, 1972: Conducted Workshop for Principals, Ottawa Board of Education on Theme of "The Principal: An Exploration of His Role and Evaluation", Ottawa.

November 28, 1972: Consultation with the Atikokan Board of Education on the Evaluation of Administrator Effectiveness.

December 2, 1972: Conducted Workshop for FWTAO Leadership Course for Prospective Principals, Toronto.

January 18-20, 1973: OSTC Conference for Newly-Elected Trustees on Theme of "The Role of the Trustee on Today's School Board', Cara Inn, Toronto; member of Planning Committee and Presentation Team.

February 4-6, 1973: OSTC Conference for Newly-Elected Trustees on Theme of "The Role of the Trustee on Today's School Board', Airport Holiday Inn, Toronto; member of Planning Committee and Presentation Team.

February 9, 1973: Conducted Professional Development Day for Staff of Pauline Johnson Secondary School, Brant County Board of Education, Brantford.

..... 2

March 6, 1973: Conducted Workshop for Principals' Association, Brant County Board of Education, Brantford.

March 29-31, 1973: OSTC Conference for Trustees, Regional Series, Hamilton.

May 3-5, 1973: OSTC Conference for Trustees, Regional Series, Ottawa.

June 10-12, 1973: OISE/OSTC Annual Joint Conference for School Trustees and Senior Administrative Officials, Toronto.

B. Liaison with Professional Associations

The Ontario School Trustees' Council:

Member of Planning Committee for Joint Conferences on Educational Administration, including a number of Subcommittees and Work Forces.

The Ontario Association of Education Administrative Officials:

Associate Member of OAEAO.

Member of Committee on Board Organization and Structure, including a number of Subcommittees and Work Forces.

C. Publications

"Conference Evaluation: Different Approaches". Coauthored with Edward S. Hickcox. The Canadian Administrator, XI, 5 (February, 1972), pp. 17-20.

The Structure and Process of Decision-Making in a School System. An Evaluation Report on Organizational Change, Grey County Board of Education. Coathored with T. Barr Greenfield, Edward S. Hickcox and Doris W. Ryan. Toronto: Department of Educational Administration, OISE, 1972. Pp. iv + 46.

The Planning Process: A Systems Perspective for School Boards. Editor. Toronto: Ontario Institute for Studies in Education, 1972. Pp. vi + 81.

D. Instructional Materials

Videotapes: "Teacher in Action Series" (3 videotapes of teaching sequences at elementary and secondary levels

"Simulated School Board Meeting" (including written scenario for the production)

JGS:md
January 23, 1973

AN-130

ACTIVITY HISTORY SHEET

Please use this form, and add additional pages if necessary, to describe each major activity in Research and Development/Field Development not conducted as a funded project.

Name: J. Glenn Scott Department: Educational Administration

Title or brief description of activity: ORGANIZATIONAL STUDIES / EDUCATIONAL GOVERNANCE AND ADMINISTRATION: Analysis and Development / Structure and Process / Roles and Relationships

Duration of Project: From Ongoing To

Please list written outputs, conferences, consultations, in-service activity, etc. below.

A number of my colleagues (viz., Hickcox, Ryan, Greenfield) and I have been involved over the years in the above types of studies. While "the contexts" and "the issues" (both policy and operational) are changing, it is my firm conviction that "the need" continues and that our Department should remain in the forefront in responding to such need. Obviously, there is a great variety of possible resources and responses--both substantively and methodologically. I favour collaborative approaches that recognize complementarity among our faculty resources, and I can see some opportunities and positive responses to collaboration across departmental boundaries.

In regard to the financing of developmental initiatives and responses, we have employed a number of different funding structures, resulting in varying levels of resource acquisition--personnel and materiel--for the Department. I submit that we should continue to use these funding structures--both singly and in various combinations--and develop new models that are flexible, mutually beneficial and responsive to the circumstances both of the "contracting agency" and of our Department.

Listed below, in order of my professional preference, are the funding arrangements that we have employed, along with examples of studies/projects that we have conducted. For information on these projects, please consult my original submission to the Task Force on Impact, entitled "J. Glenn Scott / Contacts for Impact". The item numerals refer to that document. I trust that you have gained some measure of the effectiveness of the projects through your "Questionnaire on OISE Impact".

Funding Structures

A. Agency pays full economic cost, including faculty and support staff complement (same as fully funded research project; in fact, administered through the R&D Office; in my view, should be more clearly identified with FD Office.)

Example: Item No. 30
Lanark County Board of Education
Field Development Project on Organizational Analysis
Final Report: Educational Governance and Administration in Lanark County: Perceptions and Reflections.

Please add any other information that you think would be useful to the Task in understanding the nature, scope or impact of this activity.

..... 2

Funding Structures (Continued)

B. Agency pays budgeted cost for conducting the project (secretarial, supplies and printing, travel, telephone, postage, administrative overhead), which is transferred as a flat amount to the Departmental General Administration budget. Faculty complement is approved in advance of the project through the Field Development Standing Committee.

Examples: Item No. 14
Lakehead Board of Education
Analysis of the Administrative and Decision Making Structures of the Board
Final Report: A Study of the Organizational Structure of the Lakehead Board of Education.

Item No. 22
Waterloo County Board of Education
Consultation and Assistance in the Recruitment of a Director of Education
Materials: Recruitment Brochure, Press and Journal Advertisement Copy, Application Guidelines, Candidate Dossiers, Interview Guidelines, etc.

C. Agency pays all expenses incurred by the project investigators. Faculty complement is requested on an annual basis (ex post facto) through the Screening Committee of the Field Development Standing Committee.

Examples: Item No. 7
Grey County Board of Education
Organizational Analysis and Change
Final Report: The Structure and Process of Decision Making in a School System: An Evaluation Report on Organizational Change in Grey County.
(This project predated the current system for faculty complement allocation.)

Item No. 9
Dufferin County Board of Education
Consultation and Assistance on Organizational and Administrative Structures and Processes
Analytic Reports were developed for the system administrators.

Item No. 24
Cochrane-Iroquois Falls District RCSS Board
Consultation and Assistance in Organizational Analysis
Oral Report to the Board of Trustees

D. Agency representative(s) travel to the Institute and do not incur any costs relative to faculty travel, etc. Faculty complement is requested on an annual basis (ex post facto) through the Screening Committee of the FDSC.

Examples: Item No. 21
North York Board of Education
Consultation on Organization and Administration of School Program Review

..... 3

D. Examples (Continued)

Item No. 28
East York Board of Education
Consultation on Process for the Recruitment and Selection of a Director of Education

E. Combination of Funding Structures C. and F.

Example: Item No. 23
Northumberland and Newcastle Board of Education
Consultation and Assistance in the Recruitment of a Director of Education

F. Agency pays all expenses incurred by the project investigators, plus a fee for faculty time applied on an overload basis. This structure does not generate faculty complement for the Department. Faculty who are involved submit a proposal in advance for approval under the Institute's SEAR Policy.

Example: Item No. 8
Stormont Dundas and Glengarry County Board of Education
Consultation and Assistance in the Recruitment of a Director of Education

..... 4

Name: J. Glenn Scott Department: Ed. Admin. Project No. AN-133

II. TYPE OF IMPACT

Check the general category into which your work on this project fits best.

____ (a) Basic research in education

____ (b) Field centre activities

____ (c) Program development

____ (d) Evaluation

X (e) Policy discussion and analysis

____ (f) Research applied to specific school problems

X (g) Organization and administrative problems + governance issues

____ (h) Curriculum development

____ (i) Curriculum implementation

X (j) Organizational Analysis and Redevelopment

____ (k) ____

____ (l) ____

..... 5

AN-134

Name: J. Glenn Scott Department: Ed. Admin. Project No. ______

III. VEHICLE FOR IMPACT

Please indicate below the item(s) most applicable to this project.

General

__X__ (a) Development or presentation of new or different ideas

__X__ (b) Helping define or better define a problem

__X__ (c) Development or presentation of new or different approaches to problems

_____ (d) New or changed programs for learners

_____ (e) New or changed teaching methods

_____ (f) New or changed approaches to bringing about change in education

Specific

_____ (g) New or changed approaches to evaluation of learners

_____ (h) New or changed approaches to evaluation of teachers

_____ (i) New or changed approaches to evaluation of programs

__X__ (j) Helping to solve a specific educational problem

_____ (k) Introducing new curricular materials

_____ (l) Introducing new curricular or instructional concepts

__X__ (m) Improvement of professional skills

__X__ (n) Analysis of significant policy issues

__X__ (o) Application of research to practical problems

__X__ (p) Implementation of change

Other (please specify)

_____ (q) ____

_____ (r) ____

_____ (s) ____

_____ (t) ____

..... 6

AN-135

Name: J. Glenn Scott Department: Ed. Admin. Project No: ________

IV. EVIDENCE OF IMPACT

In addition to responses to your "Questionnaire on OISE Impact", I would offer the fact of our early and continuing presence in the conduct of organizational studies. Most of the requests to conduct such studies and to offer consultation and assistance come to us on referral by an organization with which we have worked. As a regular practice, we ask interested parties to consult with persons from an organization for which we have provided developmental assistance.

ACTIVITY HISTORY SHEET

AN-136

Please use this form, and add additional pages if necessary, to describe each major activity in Research and Development/Field Development not conducted as a funded project.

Name: J. Glenn Scott Department: Educational Administration

Title or brief description of activity:

Professional Development Activities: Systematic Approaches to Planning and Evaluation

Duration of Project: From Ongoing To

Please list written outputs, conferences, consultations, in-service activity, etc. below.

Early in the Department's life, Hickcox and Scott developed an interest--and hopefully some expertise--in the planning and evaluation of professional development experiences, particularly for trustees and administrators. Our major initiative was undertaken with the Ontario School Trustees' Council which, incidentally, continues to the present day with our membership on the OSTC Planning Committee for Joint Conferences on Educational Administration.

(See my original submission to the Task Force on Impact--Item No. 1 on OSTC Liaison/ Conferences and Workshops: Program Development and Presentation.)

In addition to our developmental work with OSTC in this area, we have consulted with and assisted a number of school systems, CAATs and professional associations (viz., OAEAO, FWTAO, OPSMTF, OSSTF, ACAATO, OISEs Conference Office).

In particular, we developed four models (or, less pretentiously, systematic approaches) for conference and workshop evaluation: 1. Post Conference Study Approach; 2. Qualified Observer Approach; 3. Measurement of Objectives Approach; and 4. The Planning Committee Approach.

Written Output:

Hickcox, Edward S. and Scott, J. Glenn. "Professional Development Activities for School Trustees and Administrators: Systematic Approaches to Evaluation," Paper presented at Annual Meeting of the Canadian Association of Professors of Education, St. John's, Newfoundland, June 1971.

Hickcox, Edward S. and Scott, J. Glenn. "Conference Evaluation: Different Approaches." The Canadian Administrator Volume XI, Number 5 (February 1972).

Planning Materials and Guidelines for Conference Evaluation for OISEs Conference Office.

Planning Materials and Evaluation Instruments for Conferences and Workshops for the Ontario School Trustees' Council.

Hickcox, Edward S. and Scott, J. Glenn. "We Never Promised You a Rose Garden: The Trustee as Realist in Troubled Times," Conference Summation presented at the Conference for Newly-Elected School Trustees, Ontario School Trustees' Council, Toronto, February 1979.

AN-137

Name: J. Glenn Scott Department: Ed. Admin. Project No. ________

II. TYPE OF IMPACT

Check the general category into which your work on this project fits best.

____ (a) Basic research in education

_ (b) Field centre activities

X (c) Program development (for Conferences and Workshops)

X (d) Evaluation

____ (e) Policy discussion and analysis

____ (f) Research applied to specific school problems

____ (g) Organization and administrative problems

____ (h) Curriculum development

____ (i) Curriculum implementation

____ (j) ______________________________

____ (k) ______________________________

____ (l) ______________________________

AN-138

Name: J. Glenn Scott Department: Ed. Admin. Project No. ________

III. VEHICLE FOR IMPACT

Please indicate below the item(s) most applicable to this project.

General

X (a) Development or presentation of new or different ideas

X (b) Helping define or better define a problem

X (c) Development or presentation of new or different approaches to problems

X (d) New or changed programs for learners

____ (e) New or changed teaching methods

____ (f) New or changed approaches to bringing about change in education

Specific

____ (g) New or changed approaches to evaluation of learners

____ (h) New or changed approaches to evaluation of teachers

X (i) New or changed approaches to evaluation of programs

____ (j) Helping to solve a specific educational problem

____ (k) Introducing new curricular materials

____ (l) Introducing new curricular or instructional concepts

X (m) Improvement of professional skills

____ (n) Analysis of significant policy issues

____ (o) Application of research to practical problems

____ (p) Implementation of change

Other (please specify)

____ (q) ________________________________

____ (r) ________________________________

____ (s) ________________________________

____ (t) ________________________________

AN-139

Name: J. Glenn Scott Department: Ed. Admin. Project No: ________

IV. EVIDENCE OF IMPACT

Hopefully, you will have some evidence of impact in this area from your own Questionnaire, particularly from OSTC.

In addition, I would offer as impact our early initiatives and continuing involvement with a number of organizations in the planning, development, presentation and evaluation of professional development activities.

ACTIVITY HISTORY SHEET

Please use this form, and add additional pages if necessary, to describe each major activity in Research and Development/Field Development not conducted as a funded project.

Name: J. Glenn Scott Department: Educational Administration

Title or brief description of activity:

Recruitment, Selection and Evaluation of Educational Personnel

Duration of Project: From Ongoing To

Please list written outputs, conferences, consultations, in-service activity, etc. below.

This particular "developmental thrust" had its beginnings with the work we did with the Interim School Organization Committees and the Regional Conferences leading up to the organization of larger units of administration in this province in 1969. Scott and Hickcox have been the principal actors in this piece.

The thrust, as it has evolved over the years, embraces a number of activities as outlined below, along with examples of our involvement.

A. Consultation and Assistance on Policy and Process in the Recruitment and Selection of Chief Executive Officers

Examples: Dufferin County Board of Education
Perth County Board of Education
Ontario School Trustees' Council
Ontario Association of Education Administrative Officials
York Borough Board of Education
Stormont Dundas and Glengarry County Board of Education
Lincoln County Board of Education
Essex County Board of Education
Prince Edward County Board of Education
Waterloo County Board of Education
Brant County Board of Education
Northumberland and Newcastle Board of Education
East York Board of Education
York County Board of Education

..... 2

Please add any other information that you think would be useful to the Task in understanding the nature, scope or impact of this activity.

AN-141

B. Consultation and Assistance on Policy, Process and Program in the Area of Evaluation of Teacher and Administrator Effectiveness

Examples: Carleton Board of Education
Hastings County Board of Education
Halton Board of Education (member of major Task Force on Teacher Evaluation)
Ottawa Board of Education
Waterloo County Board of Education
Lakehead Board of Education
Dufferin County Board of Education
Atikokan Board of Education
Lincoln County Board of Education
North York Board of Education
Cochrane-Iroquois Falls RCSS Board
Toronto Board of Education
Metropolitan Separate School Board
Kirkland Lake Board of Education
Timmins Board of Education
Lanark Leeds and Grenville County RCSS Board
Lanark County Board of Education

FWTAO
OPSMTF
OAEAO

C. Workshops on the Evaluation of Teacher Effectiveness

Workshops on the Evaluation of Administrator Effectiveness

Examples: Lambton County Board of Education / Principals and Superintendents
Waterloo County Board of Education / Principals and Superintendents
Kirkland Lake Board of Education / Principals and Superintendents
Halton Board of Education / Leadership Course for Incumbent and Prospective Administrators
Brant County Board of Education / PD Day for Staff of Pauline Johnson Secondary School
Centennial College of Applied Arts and Technology / Faculty Conference
Ontario Council for Leadership in Educational Administration / Three Different Workshops for Administrators
Federation of Women Teachers' Associations of Ontario / Ten Different Workshops in their Leadership Program for Prospective Administrators
Ottawa Board of Education / Elementary and Secondary Principals
Toronto Board of Education / Secondary School Vice-Principals' Assoc.
Peel Board of Education / Principals and Vice-Principals of the Clarkson-Erindale Family of Schools
Saskatchewan Association of Superintendents and Directors of Education
Essex and Kent Counties Boards of Education / All Principals and Supervisory Officers of the Two Boards of Education
York Borough Board of Education / PD Day for OSSTF District 14
Scarborough Board of Education / PD Meeting for Staff of R.H. King Collegiate
Peterborough County Board of Education / All Principals and Supervisory Officers

..... 3

D. Written Output: Addresses / Papers / Articles / Instructional Materials

Examples:

"Another Look at Our Role," Keynote Address at Conference of Junior and Senior High School Principals, North York Board of Education.

"Role Differentiation in Today's Schools," Address at Off-Site Conference of Supervisory Officers and Principals, York Borough Board of Education.

"Evaluation of Teacher Effectiveness: A Case and an Alternative Model," Address at Seminar for Principals and Superintendents, Waterloo County Board of Education.

"The Overrated Teacher," Address at Seminar for Principals and Superintendents, Halton Board of Education.

"The Principal: An Exploration of His Role in Evaluation," Keynote Theme for Workshop for Principals and Superintendents, Ottawa Board of Education.

"Teacher Evaluation: A Changing Context," Keynote Address at Workshop on Teacher Evaluation for the Metropolitan Catholic School Principals' Assoc.

"Issues in the Recruitment and Selection of Educational Administrators: A Case Study," Paper presented at the Eleventh Annual Conference of the Ontario Educational Research Council, Toronto, December 1969.

"Teacher Evaluation: Practices and Prospects," Paper presented at a Seminar on Teacher Evaluation, First Congress on Education , Canadian School Trustees' Association, Toronto, June 1978.

"A Director for Dufferin." Ontario Education, Volume 2, Number 2 (March/April 1970) and Volume 2, Number 3 (May/June 1970).

"Teacher in Action Series," Videotapes (3) of teaching sequences at elementary and secondary levels, used widely in workshops on evaluation of teacher effectiveness.

"Workshop Exercise on the Evaluation of Teacher Effectiveness," Kit includes an introductory statement on teacher evaluation, copies of the instrument, instructions for administration and a scoring guide.)

Assisted in the preparation of Teacher Evaluation: An Annotated Bibliography. OISE Current Bibliography Series/8. Toronto: OISE, 1974.

A Variety of Printed Materials Related to Recruitment and Selection of CEOs:

"A Recruitment Process for a New Director of Education," A Discussion Paper for Use with Boards of Trustees.

"Application Guidelines"

"Recruitment Brochures"

"Press and Journal Advertisement Copy"

"Criteria to Guide Recruitment and Selection"

"Guidelines for Interviewing Candidates"

"General Areas for Standardized Interview Questions"

"Descriptive and Evaluative Dossiers for Candidates"

..... 4

AN-143

Name: J. Glenn Scott Department: Ed. Admin. Project No. ______

II. TYPE OF IMPACT

Check the general category into which your work on this project fits best.

____ (a) Basic research in education

____ (b) Field centre activities

____ (c) Program development

X (d) Evaluation

X (e) Policy discussion and analysis

____ (f) Research applied to specific school problems

____ (g) Organization and administrative problems

____ (h) Curriculum development

____ (i) Curriculum implementation

____ (j) ______________________________

____ (k) ______________________________

____ (l) ______________________________

..... 5

AN-144

Name: J. Glenn Scott **Department:** Ed. Admin. **Project No.** ______

III. VEHICLE FOR IMPACT

Please indicate below the item(s) most applicable to this project.

General

X (a) Development or presentation of new or different ideas

X (b) Helping define or better define a problem

X (c) Development or presentation of new or different approaches to problems

____ (d) New or changed programs for learners

____ (e) New or changed teaching methods

____ (f) New or changed approaches to bringing about change in education

Specific

____ (g) New or changed approaches to evaluation of learners

X (h) New or changed approaches to evaluation of teachers and administrators

____ (i) New or changed approaches to evaluation of programs

____ (j) Helping to solve a specific educational problem

____ (k) Introducing new curricular materials

____ (l) Introducing new curricular or instructional concepts

X (m) Improvement of professional skills

X (n) Analysis of significant policy issues

X (o) Application of research to practical problems

____ (p) Implementation of change

Other (please specify)

____ (q) ________________________________

____ (r) ________________________________

____ (s) ________________________________

____ (t) ________________________________

..... 6

AN-145

Name: J. Glenn Scott **Department:** Ed. Admin. **Project No:** ______

IV. EVIDENCE OF IMPACT

In addition to feedback you have received from your "Impact Questionnaire", I would offer as evidence of impact the continuing interest and demand for our assistance in the whole area of recruitment, selection and evaluation of educational personnel. We find that we have to budget our time (and renew our motivation) relative to requests for developmental projects/activities in this area.

REPORT

of the

DEPARTMENT OF EDUCATIONAL PLANNING

IMPACT TASK FORCE REPORT

Department of Educational Planning

I. Background: Objectives and Principal Activities

Put very simply, the department exists to study education as an aspect of public policy, to analyze, critique, design and propose policy for education at all levels. With changing fashions in academic nomenclature, if the department were being founded today it would probably be more appropriate to label it the department of educational policy analysis. While the particular emphases of departmental activities have been almost as fluid as those of public policy, the department has perennially mounted efforts to increase our understanding of the organization of education as part of provincial economic policy; of the place of educational expenditures in public finance; of demographic determinants of the demand for education; of the future scale (especially enrolments) of educational operations; of the effects of educational policy on the rates and direction of national development (especially in third world nations); and of actual and potential systems of organization, control and decision making pertaining to education. Another way of identifying the mission of this department is to apply to education Stuart Nagel's description of policy analysis (Society, September/October, 1979), p. 9):

> By 'policy analysis research' we mean the how-to-do-it methods associated with determining the nature, causes, and effects of governmental decisions or policies designed to cope with specific social problems. In that sense, the research methods could focus on (1) taking policies as givens and attempting to determine what causes them, (2) taking social forces as givens and attempting to determine what policies they are responsible for, (3) taking policies as givens and attempting to determine what effects they have, or (4) taking effects or goals as givens and attempting to determine what policies will achieve or maximize those goals.

One could then characterize the task of this department as (1) undertaking such planning/policy analyses related to education as are required and permitted and (2) training individuals whose professional role will involve undertaking such analyses, presiding administratively over their production, or consuming their results.

That is, of course, a very broad mandate. The particular policy problems to which we have devoted most attention, the methodologies used for attacking them, and the view of educational planning/policy analysis which is prevalent in the department are the product of the interests and expertise of departmental members over the years, the needs of students who have come to us, and the perceptions of individuals and agencies prepared to fund the work we do. Thus the activities of the department have come to be organized into five general areas, within which we have attempted to integrate graduate studies, research and development and field development: (1) Demography/forecasting/planning materials development; (2) Economics of education/educational finance/manpower studies; (3) Operations research/mathematical modelling/information systems; (4) Comparative education/planning for underdeveloped countries; and (5) Policy planning/organizational decision making/sociology of education.

The Department of Educational Planning constitutes a unique resource within OISE. Its existence is one of the features which differentiates OISE from other important centers for advanced study of education. This department is one of the very few places in the world where it is possible for a student to pursue a full graduate program in educational planning. This accounts for the large proportion of foreign students enroled in our programs, predominantly from developing nations where the scarcity of resources makes planning an essential activity, and most of whom are financed by their own governments or by international agencies.

The accumulated experience, expertise, and developed data bases in the department also represent a unique resource for the analysis of educational policy within Ontario. As an example, the work of the Commission on Declining School Enrolments in Ontario (CODE) is generally regarded as the most thorough treatment yet available of the policy challenges produced by a demographic pattern which is common to almost all of the industrialized world (policy challenges which, it should be noted, were forecast by members of this department long before the Institute or the provincial educational system were prepared to invest resources in their analysis). The work of CODE could not have been accomplished had the Institute not supported the maintenance of the resources existing in this department. In our view the ability to undertake sophisticated studies of the demographic and economic causes and implications of educational decisions is a necessary, if not always a sufficient, condition for conducting educational policy studies, if they are to be taken seriously. This department is the main depository of that ability within OISE.

Enrolments in the graduate studies programs of this department have always been relatively low. This has not been accidental. Our reading of the marketplace has continually suggested that it would be socially irresponsible to mass-produce planning graduates (however useful it might have been in generating fiscal and other kinds of support within OISE). Planning/policy analysis positions tend to be at a high level in the occupational pyramid within educational systems. This means that there are not very many of them, but that they are key positions, where mistakes may have very widespread effects, in both human and financial terms. Our graduates, whether they come from Ontario or elsewhere, typically return to highly responsible positions. A representative list of the positions occupied by our students is found in Table 1.

With low enrolments in any given year, as a base, relatively small fluctuations in absolute numbers of students produce what appears to be large percentage changes from year to year. The enrolment history over the past several years is given below:

No. of Students by Year

	11 1975/76	12 1976/77	13 1977/78	14 1978/79	15 1979/80
Full-time	24	25	30	36	26
Part-time	30	30	38	37	25

Thus, in terms of the potential impact of its graduate studies programs, this department has had a special mission within OISE: to produce relatively small numbers of graduates, primarily from the full-time M.A.-Ph.D. stream, who occupy key high level policy planning and development posts, rather than large numbers who occupy lower level posts. There is no question but that it is relatively expensive to produce highly qualified planners/policy analysts. It is, however, even more expensive (to the public treasury) to have individuals in key policy positions who are not trained to do their job as well as they could.

Given its history of relatively low enrolments, as the Institute's formula for allocating faculty complement to departments has placed increasing emphasis, for fiscal reasons, on graduate studies activities, the faculty complement assigned to this department has declined markedly. In the early 1970s there were 13 full-time faculty in the department. As of July 1, 1980 the actual complement will be 7.25 FTE, consisting of 4 full-time faculty

Table 1

REPRESENTATIVE JOB DESTINATIONS OF RECENT STUDENTS

Canadian

Director of Research and Planning
Ministry of Correctional Services, Ontario

Senior Economist
Ministry of Labour, Ontario

Chief Statistical Officer
Ministry of Education, Ontario

Planning Officer, Capital Support
Ministry of Colleges and Universities, Ontario

Program Officer, Job Creation Branch
Employment and Immigration Canada

Research Director
Canadian Teachers' Federation

Senior Economist
Ministry of Labour, Ontario

Planning Assistant, Planning and Research Branch
Ministry of Education, Ontario

University Planning Officer
Trois Rivieres Campus
University of Quebec

Personnel Planning Officer
University of Ottawa

Chief Planning Officer
Ministry of Education, Newfoundland

Research and Planning Consultant to School
Trustees Council of British Columbia

Assistant Director, Division 4
Metro Toronto Separate School Board

Economist, Regional Economic Studies Division
Statistics Canada

Director of Research
Ministry of Labour, Ontario

Table 1 (Cont'd)

Director, Computer Sciences
Seneca College

Planner
Peel County Board of Education

Controller of Planning and Plant
Etobicoke Board of Education

Planner
Alberta Educational Television Authority

Director, Social Development and Employment Policy, Policy Planning and Information Branch, Federal Ministry of Health and Welfare

Foreign

Head of Planning Unit, Ministry of Education
Cross Rivers State, Nigeria

Planning Officer, Ministry of Education
Mid-Western State, Nigeria

Director of Education
Central Province, The Gambia

Senior Research Director
Tata Research Institute, India

Professor of Planning, Faculty of Education
Ahmadu Bello University, Nigeria

Chief Planning Officer
Metropolitan University of Mexico City

Planning Officer
National Association of Universities of Mexico

Professor of Educational Planning
Middle East Technical University, Ankara, Turkey

Chairman, Department of Sociology
University of the Punjab, Pakistan

Professor, Educational Administration and Planning
University of Ife, Nigeria

Research Director, Center for Educational Research and Development, Santiago, Chile

NOTE: Job titles given are not in all cases precise renderings of the bureaucratic nomenclature.

members and 6 who are cross-appointed to other departments or administrative positions. The number of academic and general support staff fluctuates greatly from year to year, depending upon the number of internally and externally funded R & D projects housed in the department at any point in time.

II. Major Substantive Contributions: R & D/FD

As the converse of this department's relatively low emphasis, in terms of faculty time and effort, on graduate studies, we have for many years devoted a large portion of our resources to research and development activities, primarily but not exclusively funded from external sources.

The individual impact reports submitted by faculty members and research officers, which are submitted with this report, will of course provide the most complete and detailed view of the outputs and impact of this work. It is not intended here to duplicate that information, but rather to provide a general summary, with commentary on major streams of activity within the department.

It should be emphasized at the outset of this discussion, as was indicated in the previous section, that much of the R & D work in this department is in the general area of educational policy analysis. It is extremely difficult to trace directly the impact of such work on educational policy development. Many of the specific R & D projects constitute commentaries on a general area of educational policy, or the provision of information or conceptual structures intended to be relevant to a broad range of policy issues. As such they are not intended to have an identifiable impact on any particular policy maker or policy judgement. Their impact on the intended audience of scholars and policy analysts is perhaps best traceable (and even then very imperfect) through book reviews, citation indexes, etc. Even in cases when a study has a particular policy target, given the complexity and obscurity of the political-bureaucratic process of policy formulation, the specific impact of the study on the eventual policy outcome is difficult to firmly identify. Focus here will be upon major studies or lines of work for which there is at least some reasonable evidence of impact.

The discussion which follows is organized according to the five major areas of departmental emphasis as noted in the introductory section. In each case the discussion of impact is preceded by a listing of the courses taught, theses completed or in progress, and research and development projects (up to August 1979--current projects will not yet have had an impact) within the area. The graduate studies information is included because it is our belief--there being areas of integration--that some of the most important impacts of the R & D work are upon the content of courses and through the development of related student theses.

Area A: Demography/Forecasting/Planning Materials Development

Graduate Studies

Courses Taught

1700	Theories of Micro Educational Planning	Watson/Ridge
1701	School Systems: Planning Practicum	Watson/Quazi
1705	Demographic Methods for Educational Planning	Macleod
1717	The Planning of Educational Facilities	Wilson/Quazi
1724	The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs	Wilson
3715	Directed Research in Advanced Demographic Analysis	Macleod
3721/22	Tutorial in Planning	Humphreys/Staff

Completed Theses

*W. Harman - Ph.D. 1971/72 - "Policy Models for Planning Teacher Manpower."

O. Omoregie - M.A. 1973/74 - "Planning Strategies for Educational Resource Management; With Applications in a Nigerian State."

E. Udoeyop - M.A. 1974/75 - "Universal Primary Education in the South Eastern State of Nigeria: Planning Considerations."

A. Guy - Ph.D. 1977/78 - "A General Systems Example of Educational Planning: An Application to the Province of Newfoundland."

A. Barone - Ed.D. 1977/78 - "The Process of Planning for Changing Elementary School Accommodation Needs: Sharing of School Buildings: Public and Separate School Boards."

O. Omoregie - Ph.D. 1979/80 - "Auditing the Production of Education Through Measurement of Wastage."

Theses in Progress

A. Anam - Ph.D. Expires January 1984 - "Planning Educational Facilities in Developing Countries with Application to the Cross River State of Nigeria."

---

*Direct Outgrowth of Faculty R & D Project

**Indicates Project with High Field Development Component

Research and Development Projects

**Enrollment Projections Contract - founding of department - to date	Watson/Quazi
**Teacher Supply/Demand Projections - part of same contract	Watson/Quazi
Development of Methodologies for Enrollment Forecasting - 1971-1976	Watson/Quazi
Development of Teacher Forecasting Models - 1971-1978	Watson/Quazi
Statistical Volume for Educational Planners - 1971/72	Macleod/Handa
School Planning Manual - 1971/72	Watson/Quazi
Development of Improved Bases for Forecasting School Age Population - 1972-1975	Macleod
Educational Planning: The Techniques of Planning and the Politics of Planning - 1971/72	Tracz
Handbook for Local School Board Planning - 1972-1976	Humphreys
Teacher Studies - Characteristics/Supply-Demand:	
The Elementary Teacher, 1972	Watson/Quazi/Jones
The Secondary Teacher, 1972	Watson/Quazi/Poyntz
University Academic Staff Cost Models - 1973/74	Tracz
A Probablistic Educational Model of the Life-Table Type - 1974/75	Macleod
Study of Demands for Non-Formal Education - 1974/75	Watson
**OECA Study - 1974/75	Macleod
Planning in Local Boards of Education--The Canadian Experience - 1976/77	Humphreys
Demand for Places in Ontario Universities and Colleges - 1977/78	Watson/Quazi
Delphi Techniques and Forecasting - 1977/78	Quazi
Rate of Student Withdrawal - 1977/78	Watson/Gill
Class Size/Teacher Load Study - 1979	Watson/Gill

Commentary

Almost all of the projects in this area are related to the oldest continuing line of work in the department--the production annually of enrolment projections and teacher supply/demand projections, under contract to the Ministry of Education, for the Province as a whole and for each separate Board of Education within the province. In addition to the projections contracts themselves, most of the projects identified in this area have involved the development of improved forecasting methodologies, the production of improved demographic data required as a basis for the projection work, or the production of manuals or handbooks for use by local board planners.

The reason for our heavy concentration in this area is obvious. Whatever else it requires, good educational planning and policy analysis depends upon numbers--the best possible projections of enrolment trends and teacher supply and demand. Beyond their utility for local and provincial level planners, the time-series data generated by these studies have been the necessary base-lines for many of the major policy studies which are discussed below.

The continuing investment in methodological improvement has paid off very well, as the projections produced here are very accurate. One-year forward enrolment projections for the elementary and secondary level at the provincial level now have an error margin of less than .5%; at the board level the margin of error for most boards in most years is also well below 1%.

This is one of the areas where we have clear evidence of use of the output. In 1977 a survey of the chief school officers of all boards of education which receive our projections was carried out, asking what use, if any, they made of our annual reports. Forty-two public and 21 separate boards replied. Even if all the non-responses (14 boards) are taken as "negative" (which would be a very conservative interpretation) we find 86% of public boards (N = 42) and 73% of separate boards (N = 20) indicate that they use our figures, at least as bench numbers against which to compare their own data. Six boards, which do not have personnel to produce their own data, use OISE figures as their own official figures. Only one respondent indicated no use whatsoever of our data. In addition to "benchmarks" the following other uses were reported:

USE	No. of Boards
Capital budget/accommodation planning	22
Staffing	25
Budget Estimates	11
Curriculum/program planning	3
Transportation planning	2
Grants estimates	1
Planning (without specification)	13
Negotiations and agreements or PTR and redundancy	3

Thus, the output from these projects is not only highly accurate, but is widely used throughout the province for a variety of local planning tasks.

Area B: Economics of Education, Educational Finance, Manpower Studies

Graduate Studies

Courses Taught

1703	Educational Planning: Economics of Human Resources	Handa
1706	Public Finance and Educational Planning	Holland
1712	Manpower Aspects of Educational Planning	Skolnik/Handa
1714	Theory and Principles of Economic Planning Applied to Education	Handa
1716	Educational Planning and the Organizational Budget	Holland
1718	Population and Manpower Determinants of Educational Systems	Macleod
3703	Workshop: Topics in the Political Economy of Education	Handa

Completed Theses

R. Anderson - Ph.D. 1971/72 - "Factors Influencing Public Expenditure on Education in Guyana (1953/1967)."

J. Hamwood - Ph.D. 1972/73 - "Productivity and Effiency in Secondary School Systems."

*W. Brown - Ph.D. 1973/74 - "Redistributive Implications of Federal-Provincial Fiscal Arrangements for Elementary and Secondary Education in Canada."

*F. Siddiqui - Ph.D. 1973/74 - "Manpower Information System for Educational Planning."

R. Quinn - Ph.D. 1974/75 - "Outflow of Human Capital from Ireland: An Aspect of Foreign Aid."

*B. Prakash - Ph.D. 1975/76 - "The Demand for and Financing of Higher Education in Canada."

*M. Sinclair - Ph.D. 1979/80 - "Public Policy and Subsidy of Career Development Services: The Special Case of the Ontario Career Action Program."

Theses in Progress

*F. Dogbe - M.A. Expires 1982 - "Some Factors Related to the Problem of Training for Industrial Skill Requirements in Ontario. A Case Study of the Tool and Die-Making Occupation."

N. Kefentse - Ph.D. Expires Fall 1981 - "Managing Industrial Training in Ontario's College Sector."

*B. Wolfe - Ph.D. Expires September 1980 - "A Study of the Labour Market Experiences of Recent Teacher Graduates in Ontario."

Research and Development Projects

Economics of Education - 1971/72	Handa
An Economic Model of Education - 1971/72	Handa
The Demand for Education and Its Relationship to Unemployment - 1971/72	Alexander
Qualified Manpower in Ontario - 1973/74	Watson
The Tip of the Iceberg - 1974-1976	Handa/Holland/Quazi
Public Education and Taxation - 1974-1976	Holland
Educational Expenditure as a Component of Public Expenditures in Ontario - 1976/77	Handa
Educational Expenditures in Ontario: Their Determinants, Their Predicted Future Trends, and Their Beneficiaries - 1976/77	Handa
Writing Work in the Political Economy of Education - 1976/77	Handa
Analysis of Educational Expenditures in Ontario 1950/1977 with Projections - 1977-1979	Handa/Konstantareas
Educational Expenditure, Its Financing and the Quality of Education - 1977-1979	Quazi/Kumar
Canadian Experience and Educational Planning for Immigrants: Unemployment and Retraining of Skilled Immigrants, Canadian Immigrant Earnings and Employment Differentials - 1978/79	Sen/Watson

Commentary

It is virtually impossible to engage in serious enquiry regarding educational policy for any sustained period of time without having to resort rather quickly to the tools and concepts of economics, in its various subfields. Like demographic analysis and forecasting, economic analysis is a necessary, though far from sufficient, condition for educational planning and policy analysis. Quite naturally, research in the economics of education has consistently played an important role in the department's program. Two major lines of work are identifiable in this area: (1) Handa's work started with the development of an econometric model of the Ontario educational system, followed by a series of econometric analyses of educational expenditures in the province. Over the past decade this line of work has evolved from highly "technocratic" analyses into a series of more broadly based analyses drawing upon the field of political economy, with its insights into the ways in which the social class nature of society conditions patterns of educational expenditures and their effects upon different social groups, in relation to the quality of education they receive and its utility in the labour market (Handa's later work, plus the projects of Quazi, Kumar, Sen and Watson all fit within this trend); (2) Holland's work, including much writing which is not directly related to formally identified R & D projects, is rooted in the discipline of Public Finance. It addresses the broad question of how public expenditure on education serve the sometimes competitive and sometimes complementary policy goals of equity, efficiency and stability.

Both of these lines of work have produced a substantial volume of output, principally in the form of books, articles and scholarly papers. Since the work is basic scholarly analysis of broad questions of policy, the "impact" is very hard to trace. What can be said, as indicated in the individual reports, is that the books by Handa and Holland have been quite positively reviewed, and the many articles and papers produced in this area have been well received.

Area C: Operations Research Work/Mathematical Modelling/Information Systems

Graduate Studies

Courses Taught

1711	Systems Approaches and Applications to Educational Planning	Humphreys/Padro/Tracz
1727	The Politics of Educational Planning and Model Building	Tracz
3704	Management Models for Educational Institutions	Tracz
3711	Simulation and Gaming for Educational Decision-Making	Padro

Complete Theses

*J. Martin - Ph.D. 1974/75 - "A Heuristic Goal Structure for Information Need Analysis."

*P. Baldwin - M.A. 1976/77 - "A Computer Simulation of an Educational Film Library."

I. Koyuncu - Ph.D. 1976/77 - "Analysis of the 'Lure-Town' Concept and Its Application to Educational Planning in Turkey."

J. Seto - M.A. 1978/79 - "A Cybernetic Framework for Enhancing Organizational Decision-Making: Application to the Peel Board of Education."

R. Swirsky - Ph.D. 1979/80 - "The Application of Systems Dynamics Modelling and Simulation to the Study of Educational Planning."

Research and Development Projects

**Development of a Structure for a School Board Planning System - 1971/72	Padro
The Teacher Cost Model Project - 1971-1974	Tracz
**Management Information Systems in Dufferin County - 1972-1974	Padro
**Management Information Systems in Peel County - 1973-1976	Padro
**Resource Allocation Structures in School Board Planning - 1972/73	Padro/Tracz
**The School Board Planning Unit Program - 1975-1977	Padro/Humphreys

Managerial Cybernetics - 1975/76	Tracz
A Cybernetic View of Ontario Education - 1976/77	Tracz
University Organizational Structures - 1977/78	Tracz
Impact of Collective Bargaining - 1977/78	Tracz

Commentary

Three major lines of work may be identified within this area: (1) Tracz' work early in the decade on the Teacher Cost Model project was aimed at developing and using a model for forecasting the Ontario teacher wage bill under a variety of possible scenarios. The work has had its principal impact through its use by the two major commissions on education in the province which have reported in recent years: the Commission on the Costs of Education and the Commission on Declining School Enrolments. (2) The Management Information Systems projects in Dufferin and Peel Counties, under Padro's leadership, developed into the School Board Planning Unit program (1975-77). This line of work represented an attempt to work cooperatively with local Boards of Education to increase their ability to utilize current computer technology and information management concepts to improve their planning and management capacity at the local level. Although the work in Dufferin and Peel Counties had some impact on planning and management processes, as noted in the individual faculty report, the intended culmination of this line of work, the School Board Planning Unit, which was to be ultimately self-supporting through funding by participating Boards, was terminated in 1977, for lack of an additional year's internal OISE funding, at just the point when several Boards had expressed substantial interest in contributing. Thus, much of the potential long-term impact of the earlier investments in this area was lost. Perhaps the most important long-term effect of this line of work is as a formulation for Padro's current--and very well received-- field development work with large urban Board in the Metro area, helping them to develop planning/management systems which will enable them to cope more effectively with the problems created by declining enrolment.

(3) Tracz' recent work, supported by small-scale funding, represents an attempt to apply to educational planning/management problems the concepts of General Systems Theory and Cybernetics, especially as expressed in the management theory work of Stafford Beer. This is the kind of broad-ranging high level theoretical treatment of policy problems whose effect must necessarily be long-term and indirect. The only current evidence of impact is demand by other scholars for copies of papers produced.

Area D: Comparative Education/Planning for Underdeveloped Countries

Graduate Studies

Courses Taught

1708	Educational Planning for Social Development	Farrell
1709	The Educational Planning Process in Developing Nations	Wilson
3708	Seminar: Controversial Educational Issues in Development Planning	Farrell/Wilson
3716	Methodologies for Comparing Educational Systems	Wilson/Farrell

Completed Theses

G. Armstrong - M.A. 1972/73 - "The Politics of Participation."

U. Ahlawat - M.A. 1972/73 - "Comparative Study of Curricular, Pedagogical, and Organizational Aspects of Innovations in Primary Education in England and the Province of Ontario, Canada."

A. Olutola - Ph.D. 1973/74 - "A Study of Occupational Aspiration in the Western Nigerian Primary School System."

V. Joe - M.A. 1975/76 - "The International Migration of High-Level Manpower from Developing Countries: Trinidad and Tobago as a Case Study."

O. Corvalan - M.A. 1976/77 - "Vocational Training Institutions in Latin America."

H. Joe - Ph.D. 1976/77 - "Occupational Selection in the Third World: Trinidad as a Case Study."

M. Joof - Ph.D. 1976/77 - "A Study of the Real World of the Beginning Teacher as an Important Aspect of a Strategy for Planning for Teacher Supply and Continuity for the Gambia."

C. Njovana - M.A. 1977/78 - "The Educational Impact of Social and Population Change in Nigeria."

R. Ruggles - M.A. 1977/78 - "Policy Budgeting and Disbursements in Canadian Bilateral Development Assistance Programs."

A. Kodikara - M.A. 1978/79 - "Development and Education: The Role of Education in the Developmental Process of Sri Lanka from a Political Economy Perspective."

M. Lall - M.A. 1978/79 - "Fertility Patterns and Trends in Trinidad and Tobago and Some Implications for Education."

O. Corvalan - Ph.D. 1978/79 - "Comparative Study of Industrial Training in Chile."

Theses in Progress

W. Abate - Ph.D. Expires Fall 1981 - "Post-Secondary Education for Social and Economic Development in the Southern Sudan."

A. Fernandez - M.A. Expires Fall 1980 - "A Historical Analysis of Educational Development in Mexico. Perspectives for Planning."

*L. Garcia - M.A. Expires Fall 1980 - "Illiteracy as a Social Structure and the Perspectives of the Strategies for Literacy in Mexico."

V. Joe - Ph.D. Expires Fall 1980 - "Planning for Improved Functional Efficiency of the Secondary School System in Trinidad and Tobago."

D. Morales - Ph.D. Expires 1982 - "Workers' Education in Latin America: The Educational Role of Producer Cooperatives in Mexico, D.F."

C. Njovana - Ph.D. Expires January 1984 - "The Role of the Newly Independent African State in Providing Public Education in Relation to the Functioning and Structure of Labour Markets, With Special Reference to Rhodesia."

*M. Sepulveda - Ph.D. Expires January 1982 - "Characteristics of Teacher Behaviour and Its Relationship with Student Learning Performance in the Chilean Educational System."

Research and Development Projects

Inputs and Outputs of the Chilean Basic Education System - 1972-date	Farrell
Dimensions of Educational Systems Growth - 1973/74	Farrell
A Value Added Model of Educational Output - 1975/76	Farrell
Writing Work in the Area of International Studies - 1976/77	Handa
A Study of Effectiveness of OISE Services to International Students - 1977/78	Wilson

Commentary

The major line of R & D work in this area has been the 10 year longitudinal study of a cohort of Chilean young people with which Farrell has been involved since 1970. Since the study site is Chile, the funds to support this massive undertaking have gone directly from a variety of international agencies to the research institutions in that country where the project is housed. The activities listed as OISE projects represent (1) subcontracts to OISE to undertake certain complex statistical analyses which could not be done in Chile and (2) small-scale projects to solve a variety of methodological and conceptual problems arising from the work or to extend lines of analysis.

This project is obviously not intended to have an impact upon Ontario education, except as a contribution to the developing comparative data base needed for producing a broader theoretical understanding of the role of education in the lives of children in class stratified industrial and semi-industrial societies. As noted in the individual report, the major impact of the large volume of output from this study has been upon other scholars and major international agencies.

Area E. Policy Planning/Organizational Decision-Making/Sociology of Education

Graduate Studies

Courses Taught

3717	Educational Policy Analysis I: Migration, Racial Issues, and Problems for Educational Policy	Holland/Macleod

Proposed:

1733	Preparing for the Collective Bargaining Process in Education	Humphreys
3719	Collective Bargaining and the Governance of Educational Systems	Tracz

Completed Theses

*B. Datey - Ph.D. 1972/73 - "The Socio-Political Process of Innovation and Planning as Demonstrated by the Introduction of CEGEPs in Quebec's Education System."

L. Macdonald - Ph.D. 1974/75 - "Planning for Implementation: Variables of Implementation and Participant Reactions."

*L. Warner - M.A. 1975/76 - "Relationship Between Student Participation in Decision-Making on Discipline and the Perceptions of Students and Teachers on Selected Aspects of School Life: A Case Study of Ontario Secondary Schools."

N. Kefentse - M.A. 1975/76 - "Universities and Labour Education in Ontario: A Study into the Politics of Coöperation Between Unions and Universities."

*J. Wood - Ph.D. 1976/77 - "Student Influence in Decision-Making in Secondary Schools."

*M. Anwar - Ph.D. 1977/78 - "Students' Desired Participation in School Governance in Ontario."

S. Landry - Ph.D. 1978/79 - "Some Aspects of the Impact of the Unionization of University Teachers on the Rôles and Perceptions of Selected Participants: The Case of the University of Ottawa." (in French)

L. Lambert - Ph.D. 1978/79 - "Educational Planning for Manpower Needs in the Criminal Justice System: Issues in the Recruitment and Training of Essential Personnel."

M. Plumb - Ph.D. 1979/80 - "Public Policy Development: The Case of Culture and Recreation in Ontario in the 1970s."

Theses in Progress

*L. Charles - Ed.D. Expires 1982 - "Implications of the Achievement of Shared Decision-Making Through Collective Bargaining by Ontario Teachers."

*E. Stavelot - Ph.D. Expires January 1982 - "Study of School Achievement of Immigrant Students."

Research and Development Projects

Organizational Decision-Making

A Study of Student Participation in Decision-Making in Ontario Secondary Schools - 1971-1976	Alexander/Farrell
Operational Objectives: An Assessment of Clients' Resistance to Negative Findings - 1976/77	Alexander/Farrell
Preliminary Report on Teacher Participation in Decision-Making - 1976/77	Alexander/Farrell

Student Information Systems

Evaluation of the Ontario Student Record System - 1973-1976	Humphreys
Comparative Analysis of Student Record Legislation in Canada - 1976/77	Humphreys
Comparative Analysis: Teacher Organizations/Student Information - 1977/78	Humphreys
Legal Implications of the Retention of Student Information - 1978/79	Humphreys
Student Information Maintenance in OISE - 1978/79	Humphreys

Policy Planning for Special Groups

A. The Deaf Study - 1974-1976	Watson/Quazi
Education and Employment of the Deaf as Determinants of Their Economic and Social Integration - 1978/79	Fiaz
Socialization Effects of Integrating Mentally Retarded: A Case Study - 1976-1978	Macleod
B. Planning the Scale of Day Care Services in Ontario - 1974-1976	Wilson/Fiaz
Industrial Day Care - 1975/76	Wilson

C. The Drop-Out Study - 1972-1976	Watson
**Two Simulation Models Predicting and Analyzing Dropout Rates - 1977	Watson/Padro/Kumar

Education and Distributive Justice

Urban-Rural Disparity in Ontario Elementary Education - 1971/72	Humphreys
The Post-Secondary Industry in Ontario - 1972/73	Holland/Quazi
The Feasibility of Indian Community Development Through Educational Innovations - 1974/75	Wilson
Education and Distributive Justice: The Canadian Case - 1976/77	Handa
Exploiting the 1971 and 1976 Censuses to Describe the Distribution of Educational Achievements and Opportunities - 1976/77	Holland/Quazi

Miscellaneous Policy and Evaluation Studies Under Contract

New College Systems in Canada, OECD - 1971/72	Watson
Evaluation of the Young Voyageur Program - 1971/72	Wilson
Evaluation of Canada World Youth - 1975/76	Wilson
An Assessment of Manpower Needs for the Teaching of French to English Speaking Pupils in the Ontario Public School System at the Elementary Level - 1976-1979	Holland/Gill
The Effects of the Teachers' Strike on Metro Toronto Students - 1976/77	Watson/Gill
**Two Grade 13 Marks' Studies - 1977	Watson/Gill
CODE - 9 studies	Quazi/Holland/Watson/Gill/Wolfe/Fiaz/Sincla

Other Policy Related Studies

Questionnaire for the Law Society of Upper Canada - 1971/72	Tracz
The OTF Study - 1971/72	Humphreys
Immigration and Its Economic Determinants: Implications for Canadian Education - 1971/72	Macleod
Studies in Educational Policy, Planning and Performance - 1972/73	Tracz

Selected Research Into Policy Analysis Issues in Secondary Education - 1972/73	Tracz
Characteristics of Teachers Teaching French . . . in the Public School System of Ontario - 1978/79	Holland/Gill
Priorities in Ontario Post-Secondary Education - 1978/79	Tracz
Collective Bargaining, Deans, and University Governance - 1978/79	Tracz

Commentary

This area subsumes a variety of projects, undertaken for the most part in direct response to an identified need by an external funding agency. As is typical in such work, the impact of the results is highly dependent on the use the client chooses to make of them, and is therefore highly variable. from project to project. The individual reports clearly show this and identify many of the variables which affect the possible impact of a policy-related study. They will not be duplicated here.

Future Directions for R & D/FD

A variety of specific suggestions are noted in individual faculty reports. Here a more general theme is treated. Whatever the proportion of our internal resources we devote to educational policy analysis work in any given year, and whatever the flow of external demands for such work at any point in time, we can assume that carrying out analyses of key policy problems of the day will consistently be an important part of OISE's mandate, and that we will from time to time be asked to make massive responses to a major problem area, such as CODE entailed. One cannot always predict what particular policy problems will be most salient at any point in time (although we can surely do better than we have done), and we certainly cannot predict with great accuracy which problems will be of greatest interest to external funding agencies. The key to successful work in this area is the maintenance of a basic analytical response capacity, involving the basic data bases regarding the functioning of the provincial educational and economic systems, systems for exploiting them, and personnel to analyze them. We would envisage a basic core of personnel and data, to which other skills would be added as required by particular policy problems. There is certainly room for considerable debate regarding the content of that "core," but we would maintain (as has been suggested earlier in this document) that it is difficult to consider a serious policy analysis effort which is not based on a foundation of skills and experience (and associated data bases) in demography, forecasting, and economic analysis. (Put simply, whatever other questions one might ask, problems of public policy necessarily involve knowing how many people are likely to be affected or involved, where they are, how they are likely to move, and what the costs of various alternative policy measures are.) Whatever organizational form it may take (some have suggested a Center for Educational Policy Studies) it is critical that we develop an institutional arrangement for maintaining and most effectively utilizing the resources we have assembled in these areas. Since this department is the major depository in OISE of these resources we naturally have a particular interest in this problem.

While, as noted above, not all policy problems are predictable in advance, many are, particularly if one is willing to exploit the tools of demographic and economic forecasting. We should be consistently devoting a portion of our resources to (often inexpensive and exploratory) research regarding problems which are evidently going to become major problems in a few years. (Failure to do this with respect to declining primary and secondary enrolments in the early 1970s created the need for the massive and--for OISE--disruptive expenditures on CODE). As one example, we know now, with a high degree of certainty, that one of the most difficult and (if improperly handled) expensive problems which will be facing the public educational system of Ontario over the next decade is the forthcoming massive decline in post-secondary enrolments. We should be devoting significant resources now to policy analyses in this area, to avoid repeating our mistake of 5-10 years ago with respect to the lower levels of the system. As another example, the available demographic and economic forecasts suggest that the current shortage of qualified entrants into the skilled trades will become a massive problem during the next decade. We should be devoting some systematic attention to possible solutions to this problem now, in advance of the point where it reaches a crisis level sufficient to invite a government-requested "blitz" response when it is too late to implement many measures.

Finally, there are policy challenges whose existence we are now painfully aware of, but for which we have not yet devoted resources sufficient to begin to identify the most appropriate responses. Three examples will suffice. First, in spite of the massive investment in the CODE studies (and the high quality of much of the work done), we are still far from having identified the best management approaches and policy measures for boards who will have to cope continuously for a number of years with evermore serious problems created by enrolment decline combined with fiscal constraint and a militant teaching force. The long-term implications of these combined phenomena are currently only dimly understood. Second, apart from the deomgraphic and economic trends just noted, the single most educationally salient socio-cultural feature of Ontario society now, especially but not exclusively in the large urban areas, is the melange of cultures and languages living together in this society (especially as it overlaps with traditional social class distinctions). The OISE response to the challenge represented by this phenomenon has been scattered and, in terms of resource allocations, minimal. Especially helpful in meeting this set of policy challenges would be to bring together the substantial, but scattered through existing departments, expertise we have in comparative and international education. Finally, the demographic fact (a converse of the fact of declining formal school enrolments) that an increasing proportion of our population over the next two decades will be middle-aged and elderly, presents educational challenges we have hardly begun to consider.

80 05 15
JPF/jas

REPORT

of the

DEPARTMENT OF MEASUREMENT, EVALUATION

and

COMPUTER APPLICATIONS

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

DEPARTMENT OF MEASUREMENT, EVALUATION AND COMPUTER APPLICATIONS

1980 04 21

MEMORANDUM

TO: Task Force on Impact

FROM: Ross Traub

Some Personal Notes about MECA

(These are offered in partial fulfillment of your request of 1980 03 21.)

A Brief History of MECA

The Department of Measurement, Evaluation and Computer Applications was formed in 1976 by the merger of two of the original departments of the Institute. The Department of Measurement and Evaluation was one of these departments; the Department of Computer Applications was the other. Vincent R. D'Oyley was the first chairman of the Department of M&E. He gave way in 1972 to S. Nishisato, who chaired the department until the time of the merger. The first chairman of the Department of Computer Applications was John Flowers. He resigned from the staff of the Institute very suddenly -- I do not know the reasons -- in the fall of 1966 and was replaced by Leslie D. McLean. Professor McLean continued in office until 1975 when William Olivier succeeded him. Olivier was chosen to be the first chairman of the merged Department of MECA and occupied the position until June 30, 1979. Nishisato served as interim chairman from then until August 15, 1979 when I became chairman.

I do not know the history of the Department of Computer Applications, and do not have the time or resources to learn about it. Perhaps the best source of information about that department is stored in the memories of those faculty who staffed it for most of the years it existed as a separate entity: Leslie D. McLean, Ronald Ragsdale, Robert S. McLean, Stacy Churchill, Graham Scott and William Olivier. Other faculty who will know something of the history of Computer Applications are Merlin Wahlstrom and Richard Wolfe. The Impact Task Force is well advised to interview these individuals if it wishes to obtain a complete history of computer applications in OISE. It is only in this way that the development and impact of the computer assisted instruction project, and the development and impact of computing services in the Institute can be chronicled and evaluated.

Some numerical data about the merged Department of MECA, and its two parent departments are provided in Tables 1 and 2. The numbers in these tables give an idea of the extent to which the fortunes of MECA have changed since 1972-73. One point is clear: whatever is accomplished by MECA in 1979-80 is accomplished by fewer staff than at any time since 1972-73.

I can supplement these data with a personal account of the Department of M&E, which I joined in 1966, a year after it was formed. I will give first consideration to the graduate instruction program. One of the mandates to M&E was the provision of service courses, i.e., courses which would serve some of the needs of students from other departments. One line of service courses dealt with statistics. An idea, which in 1966 seemed innovative, was the recruitment of a Ph.D. in statistics to strengthen the department's offerings in statistics. Other courses that can be viewed as service courses treat educational measurement and evaluation, empirical research methods, and test construction. Although all service courses were made available to M&E students, they were seen principally as courses to serve all fields, including M&E. Even today the enrollment in these courses consists largely of students pursuing degrees in departments other than MECA.

The M.A./Ph.D. program for M&E was founded on traditional psychometrics. Scholars were recruited who had expertise and research programs in factor analysis, scaling and test theory. Although the department never imposed comprehensive examinations on its M.A./Ph.D. students, they were required to take a core set of courses in psychometrics and statistics. It was felt that this core would make the M.A./Ph.D. students literate in basic psychometric theory and practice. From this base or core, students were expected to

Table 1

Nnumber of Staff by Category for each Academic Year since 1972-73

	Faculty	Professional	R.O.s	Gen. Support	Total
1972-73					
C.A.					30[a]
M&E	9	2	10	10	31
CSG					10[a]
1973-74					
C.A.					33[a]
M&E	9	2	10	10	31
CSG					9[a]
1974-75					
C.A.					30[a]
M&E	10	1	6	6	23
CSG					8[a]
1975-76					
C.A.					26[a]
M&E	10	1	3	6	20
CSG					9[a]
1976-77					
MECA	16	4	8	11	38
CSG	1	4	2	1	8
1977-78					
MECA	16	4	12	7	38
CSG	1	4	2	3	10
1978-79					
MECA	16	4	6	10	36
CSG	1	4	2	3	10
1979-80					
MECA	14	4	6	9	33
CSG	1	5	2	3	11

[a] No records are available from which the Computer Applications totals can be disaggregated.

Table 2

Number of Full-time and Part-time Students each Academic Year since 1972-73

	Full-Time	Part-time[a]
1972-73		
C.A.	16	31
M&E	24	43
1973-74		
C.A.	8	39
M&E	7	49
1974-75		
C.A.	12	47
M&E	20	55
1975-76		
C.A.	12	46
M&E	18	51
1976-77		
MECA	28	78
1977-78		
MECA	31	70
1978-79		
MECA	39	72
1979-80		
MECA	34	73

[a] Includes registered thesis students

specialize by taking courses that would facilitate their work on a thesis. From the beginning, many students did work of a quality that could be published in respected psychometric and measurement journals. This assertion can be tested by a reading of the vitae of the students who graduated with Ph.D.s in M&E; many of these individuals have done the Institute proud.

Next I will consider research and development. The research and development activities of M&E faculty in the early years of that department can be put into two broad categories. In the first category would go basic research, the kind of work that is initiated by the faculty person, and that leads to publications in academic journals. During the early years of M&E, financial support for basic research was provided principally by the Institute; subsequently, an increasing amount of support for this kind of work has come from external agencies. The record of accomplishment of this category of research and development can be read in the vitae of those faculty of MECA who came to the merged department from M&E.

The second category of research and development activities conducted by M&E faculty includes applied work, typically done to serve some well defined need. During the first seven years I was on the faculty of M&E, the department was responsible for constructing university admissions tests. These objective measures were administered for several years in Ontario only, and were known as the Ontario Tests for Admission to College and University (OACU). After the Service for Admission to College and University (SACU) was formed (1968), the aptitude and English tests of the OACU battery were administered nation-wide as part of the SACU battery. The OACU physics and mathematics tests were tailored to the Ontario curriculum, and were judged unsuitable for use in the other provinces. They continued a separate existence in a reduced OACU program until

1970. SACU died in 1973, a victim of university indifference. The aptitude and English tests were not highly predictive of university achievement. Also, the Ontario university system, which had expanded rapidly during the 60s, was by 1973 beginning to scramble for applicants. For most universities and most programs, a highly selective admissions process, one that incorporated test data, offered few, if any, benefits.

Long before SACU died a handwritten announcement of the event had appeared on Vincent D'Oyley's wall. In 1970, D'Oyley, who was then chairman of M&E, stimulated several of us to develop a proposal for an Educational Evaluation Centre. Besides taking in the faculty and research support staff who had worked on the SACU/OACU test development project, the centre included those staff who had been working on the development of tests of other kinds. The Department of Educational Research of the University of Toronto, one of the units that had been rolled-up to form OISE, had for several decades been producing tests of intelligence and achievement. These instruments were sold across Canada, although the principal market lay in Ontario. M&E had been assigned responsibility for watching over these tests, revising and renorming those for which the market was still large, withdrawing those that were out-of-date and for which retooling costs were not commensurate with anticipated market. In addition, some work had been done on the development of new tests of reading. The staff doing this work were also placed under the umbrella of the EEC.

The EEC came into existence, with Board approval early in 1973. Before that time, a boot-leg operation known as the Educational Evaluation Program (EEP) had been operating for 2-1/2 years. The record of achievement of the EEC, including the EEP, is written in the annual proposals submitted for R&D funds for the centre (program), and also in the vitae of faculty associated with the Centre.

Achievements of MECA

The achievements of MECA are substantial. They fall into several well-defined categories.

1. Graduates. From our instructional program we have graduated a number of Ph.D.s who have earned international reputations for their scholarship. These individuals, along with others who have not attained such reputations, are employed by universities and governments around the world. In addition, the graduates of MECA's Master of Education program can be found in the Ontario school system. A list of the names of OISE graduates has, no doubt, been obtained by the Task Force from the Coordinator of Graduate Studies. Confirmation of the impact that these individuals are having through their work, and some assessment of the nature and magnitude of that impact, can be obtained from the graduates themselves. No doubt the Task Force has already contacted a representative sample of OISE graduates to obtain this information.

2. Research and Development. The basic research of MECA faculty has resulted over the years in a steady stream of publications in respected journals. Evidence to support this assertion can be found in the curriculum vitae and the yearly activity reports of MECA faculty, as well as the R&D project report questionnaires returned by some MECA faculty. Further evidence can be obtained from a systematic search of appropriate citation indexes. (I presume the Task Force has the resources to make such a search; we in the department do not, although we would be interested in the results of a search.)

In addition to research that has lead to journal publications, MECA faculty have conducted a large number of contract research studies. Many of these have resulted in the production of evaluation reports for the funding agencies. Others have resulted in the development of tests and the development of instructional materials for various CAI/CAL projects. Estimates of the impact of these products should be obtained directly from the funding agencies who have supported the work, and in the case of CAI/CAL materials, from those who use these materials.

3. Service/Field Development. Members of the department have rendered service of various kinds to a wide variety of persons, both inside and outside the Institute. Included in this category of achievements are the giving of advice on statistics and computing, the conduct of statistical analyses, the preparation of computer programs, the giving of advice about tests, questionnaires, and student evaluation, and the giving of advice on evaluation studies. The magnitude of the impact MECA has had through this category of achievements can be assessed, at least in part, by estimating the numbers of persons advised and otherwise helped. Unfortunately, the department has not kept systematic records from which to estimate this number. Evidence about the nature of the impact that this service has had could be obtained, I presume, from the clients. A systematic survey of clients would have to be conducted, however, to obtain useful evidence.

A final category of achievement that should be noted is the service rendered by MECA faculty to the educational research profession. Many of us have participated in reviewing papers for the professional journals, editing journals, reading papers at conventions, serving as program organizers for conventions, and serving on the executives of various organizations. The record of these contributions can be read in the vitae and yearly activity reports of MECA faculty.

The Future

The Impact Task Force has asked for a forecast of the future of MECA. In general, it is safe to say this: within the limits imposed by our environment we will continue to do the things that interest us and that we are qualified to do. We have our limitations, and these will limit the range of specific actities we can perform, unless of course we obtain permission to hire new staff. In particular, our computer applications program is understaffed. We cannot offer all the C.A. courses listed in our calendar, however desirable it might be to do so. Lack of manpower also means that opportunities for R&D in computer applications cannot be exploited. If the Impact Task Force will make recommendations about staffing, it should consider the need for more staff in computer applications.

The strength of the department is in measurement and evaluation, especially measurement and evaluation of a traditional, quantitative sort. We have no-one who is trained in, and experienced in the use of, the methods of qualitative evaluations. (True, there are a couple of faculty who are attempting to develop skills in this area. Also, the research officer attached to the EEC has skills in this area, but a large percentage of OISE support for this individual has been withdrawn for Year 16; his future in the EEC is as uncertain as the funding for the centre in year 17 and beyond.) It would be desirable to have an expert in qualitative evaluation in a secure position on staff so as to be able to respond effectively to opportunities to do qualitative evaluations.

REPORT

of the

DEPARTMENT OF SOCIOLOGY

REPORT TO TASK FORCE ON IMPACT OF R&D ACTIVITIES

Department of Sociology in Education

August ,1980

Submitted by:

Michael Fullan
Chairperson

and

Perin Jasumani
Administrative Officer

TABLE OF CONTENTS

Page

1. Departmental Background 1

2. Major Substantive Contributions 6

- The Four Focusses
  - i. Applied Sociology and Policy Studies in Education
  - ii. Dialectical Materialism in Education
  - iii. Education in the Social and Political Organization of Knowledge
  - iv. Women's Studies Gender Relations in Education

3. Future Directions 21

4. Appendix 22

Table 4

I. DEPARTMENTAL BACKGROUND

The Department of Sociology in Education was established in 1968, three years after O.I.S.E. started. From 1968 to 1975 was a period of growth and program definition which were made difficult by the fact that Institute resources began to decline before the department had levelled off and established its program.

The period 1975 to the present was one of consolidating and developing the major focussed directions of the department. It was in this period that two more staff members were added in the area of Women's Studies and the department was able to establish its main program emphasis. Major and sustained activities developed in the four main focusses of the department, namely: Applied Sociology and Policy Studies, Dialectical Materialism, Social and Political Organization of Knowledge, and Women's Studies. Other work has been conducted in the fields of Multiculturalism and Comparative Education, especially in regard to graduate studies for Third World students.

Two general observations can be made about the recent developments. First, there has been an increased emphasis on applied research and field development which has occurred in the context of attempting to develop and interrelate graduate studies, research and field development. Thus, virtually all of our R&D projects provide strong feed-ins to graduate studies and field development, and vice-versa. The second aspect of this latter five year period, 1975 to 1980, concerns the continued growth in our R&D activities.

Some numerical data are provided in the next three tables indicating the number of staff by category for each academic year (Table 1); number of students by degree program for each academic year (Table 2) and an annual comparison of internal and external funding received in the Department of Sociology.

In summary, there has been a rapid growth in the R&D/FD program during the last five years, the emergence of a clear set of focusses, and an attempt to interrelate R&D, GS and Field Development.

TABLE 1

Number of Staff by Category for Each Academic Year in the Department of Sociology in Education

YEAR	FACULTY	PROFESS-IONAL	RESEARCH OFFICERS	GENERAL SUPPORT	TOTAL
1980	10.14*	3.00	5.18	6.47	24.79
1979	9.98	3.00	3.69	5.80	22.47
1978	10.40	2.00	3.00	4.00	19.40
1977**					18.6
1976					17.8
1975					21.3

*Approved faculty complement for 1980-81 is 11.50.

**No records are available to provide individual staff category breakdown from years 1975-77.

Note: The latter figure is the highest we have had since we were established in 1968.

TABLE 2

Number of Students by Degree Program for Each Academic Year in the Department of Sociology in Education

PROGRAM	1979-80	78-79	77-78	76-77	75-76	74-75	73-74	72-73
Full-time								
M.Ed.	4	5	4	5	10	2	7	2
M.A.	17	17	13	17	20	19	19	15
Ph.D.	49	48	40	30	30	26	22	18
Ed.D.	9	1	1	6	-	3	-	-
Non degree	-	1	1	-	1	-	1	1
Totals:	79	72	59	58	61	50	49	36
Part-time								
M.Ed.	80	127	127	133	115	140	127	81
M.A.	8	2	2	1	3	-	1	2
Ed.D.	5	1	1	2	2	1	-	-
Non degree	-	2	2	-	2	2	-	1
Totals:	93	132	132	136	122	143	128	84

TABLE 3

Annual Comparison of Internal and External Funding in the Department of Sociology in Education

YEAR	R&D/FD FUNDING	
	Internal*	External**
Yr.13 (1977-78)	$ 95,379	$ 21,707
Yr.14 (1978-79)	62,988	231,445
Yr.15 (1979-80)	107,945	253,796
Yr.16 (1980-81)	126,092	not yet known

*Internal comparisons are taken at the beginning of each fiscal year for accurate comparison. Amounts do not include funds given later in the year for support of small-scale projects.

**External comparisons are made to reflect funding received through grants at the end of each fiscal year with the exception of 1980-81, the current year, for which the actual is not known.

II. MAJOR SUBSTANTIVE CONTRIBUTIONS

As stated in Section 1, the Department has developed four main focusses or clusters of activities. This section is organized according to these four focus areas. Table 4 (see Appendix) lists major funded projects by faculty member, subdivided into the four focusses. Each of the following four subsections starts with a brief definition of the focus area, followed by a description of the main activities with the main emphasis on questions of impact and dissemination. It should be stated at the outset that this represents an overall description which greatly underestimatesmany specific details of impact, in the form of citations and reviews, use in the field, debates in the field, impact on other projects and dissertations. It would not have been feasible and in some cases would have been impossible for us to track down this level of detail. The descriptions, however, do indicate the main lines of impact and dissemination.

A. Focus on Applied Sociology and Policy Studies in Education

The topic in this area relate to policy studies in education at the federal and provincial level, planned change activities at the provincial and school district and school levels, policy analysis, community development and organization, and action research.*

The main substantive topics of policy and application can be quickly seen by referring to the list of projects in Table 4 . Faculty members active in this focus include Gordon Cressy, Michael Fullan, Edward Harvey and Frank Maidman.

Description of Activities and Summary of Evidence of Impact:

Gordon Cressy - has major interest in the area of Applied Sociology and Policy Studies in Education. An internal small scale funding during Year 13 studied, "How Principals View School-Community Relations". Impact reveals growing interest in school-community relations in North York through administrative support, fiscal support, federation support and parent and non-parent involvement.

---

*The label, Applied Sociology is somewhat misleading if it is taken to mean that the other focus areas are not applied. For example, Women's Studies focus is heavily concerned with policy issues and field development work. The focusses are merely convenient clusters in which several faculty members are working on a common theme.

He also conducts many unfunded R&D/FD activities on professional development. He has been involved in approximately 250 workshops and lectures over the last five years to school boards, teachers, community leaders, etc. on the subject of "Participation" in Education. Gordon Cressy has published "Getting Together", The School and Community, North York Board of Education, 1978.

Michael Fullan - has received several research grants over the years from both external funding agencies and from OISE. A research contract funded in Year 6 to Dr. Fullan and Dr. Loubser was a Comparative Study of Innovative Schools and Regions and it resulted in a publication in International Press, namely OECD Case Studies of Change (published by OECD, Per Dalin (ed.). It is widely cited in international publications.

The School Change Project (internal large scale) funded for a period of six years had two phases. The first phase provided professional development for teachers and students in two high schools in Kingston, Ontario. As a result, teachers re-evaluated their teaching and attempted new methods. The second phase produced several publications and ideas for action research on classroom based problems regarding the roles of teachers and students in the classroom.

A Ministry of Education contract "A Study of Factors Involved in the Planning for and Implementing Community Involvement" was a three year funding from Year 9 to 11. Results of research on community, school programs, have been widely used by Community Development Leaders in the province. Dr. Fullan and Dr. Glen Eastabrook have made presentations to the Annual Conference of Community Schools for three years. Ministry personnel and school district personnel attending these conferences have used research to evaluate and further develop community schools in Ontario. Individual district staff have invited the principal investigators to give local workshops.

The project on Research on Change in Teacher Training Institutions in Canada (Fullan/Wideen) in Years 14-15 was granted by Canada Council and subcontracted to OISE from Simon Fraser University. There are two types of impact: Type I - about three Faculties of Education are attempting to use the information directly to make certain program changes. They are applying the research findings to clarify goals, to evaluate program change and to make changes. Type II - the research results of this study will be used by

Faculties across Canada to examine goals of teacher education; how to integrate theory and practice; to evaluate the practicum and to strengthen program planning.

Dr. Fullan has been extensively involved in major unfunded R&D/FD activities such as implementation of curriculum guidelines and programs over the last five year period. The impact of the various implementation work can be summarized in three categories:

1. Ontario - he has been directly involved with school boards such as Lakehead Board of Education, Simcoe County, Nipissing Board of Education, Cochrane-Iroquois Falls, Toronto Board of Education and several others. Both the research writings and direct work has resulted in a greater emphasis and particular planning regarding implementation of curriculum at the Board level. Indirectly, several other Boards and groups have been affected by implementation guidelines. The work has received widespread dissemination through written products, workshops and keynote speeches to OSSTF, the annual conference of curriculum coordinators, a weeklong workshop to superintendents of curriculum and Ministry personnel and in several on-campus and off-campus courses where people have received direct training in implementation. The other level of influence is at the provincial Ministry level. Several key people have taken courses or read reports and this has directly affected policy. The most recent contract to be signed between OISE and the Ministry is a clear indicator of the impact on the Ministry. The Ministry has contracted Dr. Fullan/OISE to produce a policy and resource document on implementation. They plan to use this policy guideline to guide implementation of curriculum guidelines and other policy areas such as Special Education Legislation.

2. Canada - the implementation work has been also disseminated quite effectively across Canada. The most thorough research on implementation in Canada has been conducted by OISE (Drs. Fullan, Leithwood and Robinson). Several provinces have drawn on this information through research publications and direct presentations conducted by them in different provinces. For example, 1) Drs. Fullan and Leithwood have been hired in July 1980 by the B.C. Ministry of Education and other universities to teach a 3-week course in curriculum implementation at the University of British Columbia and University of Victoria, 2) to do a 1-week workshop on implementation for all superintendents and directors of instructors in the province of B.C. Seventy of the seventy-five school districts and Ministry of Education personnel will

be taking this workshop this summer, 1980, 3) Dr. Fullan and Dr. Leithwood will be writing a provincial guideline on curriculum implementation for the province of B.C. Therefore, through this program, their work will reach thousands of people at all levels of the educational system in B.C. There has been interest in the work in other provinces.

3. International - several agencies, educational institutions and projects in the U.S. have asked Dr. Fullan to consult and give presentations on educational implementation. This includes extensive work with the National Institute of Education, with several regional laboratories in the U.S. and with major projects in educational change, both federally and regionally in the U.S. There has been equal interest in the U.K., Netherlands, West Germany and Scandanavia. Several presentations have been made in these countries and have received numerous requests for written articles on implementation. In sum, Dr. Fullan's work on implementation has received widespread dissemination, has been well received and used substantially.

Edward Harvey - has been extensively involved in research activities over the years. Most of the funding received has been through external agencies, although he did have some OISE large scale funding as well.

A project entitled, "Air Pollution" was funded by the York-Toronto Tuberculosis and Respiratory Disease Society during Year 7. The study was not concerned with educational research but was conducted to determine the extent to which it could develop programs to heighten the awareness of the public to the problem of air pollution. Over the years, the York-Toronto Tuberculosis and Respiratory Disease Society has become more concerned about and involved in the area of air pollution problems. The Association has also published the report of this study.

The study conducted on "Employment Futures for the Canadian Social Science Graduate Degree Holder" was commissioned by the Department of Manpower and Immigration in Year 8. The objective of the study was to discover the extent to which social science graduates might be absorbed into non-traditional types of employment. Results of the study were helpful in developing a longer range research and monitoring program designed to identify particular problems in the labour market for highly qualified manpower.

The study of "Employment Experience of Students from Occupational Programs in Secondary Schools was requested, on a contract basis, by the Ministry of Education in Ontario, in order to supply information useful to planning and policy development with respect to occupational programs. A concrete data base on the employment experiences of graduates of these programs was provided and identified variations by such factors as sex, school attended and region of the province. The final report of the study was published by the Ministry.

The project entitled "Evaluation of the Career Development Credit Course"(CDCC) was conducted by Dr. Harvey due to increasing employment difficulties encountered by youth from all levels of the educational system. The Ministry of Education in Ontario was engaged in various systematic evaluations of programs designed to provide career counselling and related services. The objective was to provide the Ministry with useful information on how effective the career development credit course was in meeting its objectives and ways by which it might be improved. The Ministry published the final report of the study.

"Longitudinal Study of Education and Employment of Arts and Science Graduates" was commissioned by the Ministry of Colleges and Universities in Ontario in order to obtain more detailed information on the link between various kinds of post-secondary degrees and diplomas and the types of occupations entered by the individuals holding such degrees and diplomas. The information provided the Ministry with useful data for its ongoing planning and monitoring in connection with the employment outcomes related to higher education in Ontario.

A grant from the Canadian International Development Agency for a project entitled "Education, Employment and Community Development in Northeastern Brazil" permitted Dr. Harvey to visit northeastern Brazil for a 6-week period during which time he worked with officials of the Federal University of Bahia in the development of a research program designed to develop more systematic informational resources for the monitoring of the employment outcomes experienced by university graduates in the area.

"An Evaluation of the Effectiveness of the Student Guidance Information System" was a study granted by the Ministry of Education in Ontario. It provided the Ministry with useful information for planning the future modification and expansion of the school guidance information service, and concrete data on the extent to which the labour market experiences of students were improved by exposure to the school guidance information service. The final report of the study was published by the Ministry.

A project entitled "Sex, Ethnicity and Socioeconomic Background: Effect on Access to and Choices Within Post-secondary Education Over Time" was a 3-year funding granted by Canada Council during Years 11, 12, and 13. It was a basic research in education study and was conducted to determine whether or not post-secondary education had become more accessible to women, French speaking Canadians and individuals from lower socioeconomic backgrounds, between 1968 and 1975 in Canada. A summary of the findings was published in University Affairs and Dr. Harvey is presently examining the data further to see if the findings could be used further in preparing another publication.

There were two studies granted by the Ministry of Colleges and Universities involving graduates (BA and BSc) in Year 1972 and entering labour force. It supplied additional range of data re recent graduates for the purpose of continued policy development. The report of the study was published by the Ministry.

For a period of five years, Dr. Harvey received internal large scale funding to study "Educational Systems and the Labour Market". The impact of the study is reflected in a number of ways. The Ministry of Colleges and Universities and the Ministry of Education in Ontario and various federal departments have supported closely related studies. Several discussions and consultations have taken place with the Ministry to develop data and policy analysis in the field of education and employment.

A large scale internal funding over the 2-year period (Year 14-15) is "National Study of the Employment Situation for Educated Youth". It has resulted in the first national examination of the changing linkage between university degrees and jobs. The data is still under analysis and the final report is not yet complete. Additional funding was also granted by Employment and Immigration Canada for the study of this project.

Ministry of Colleges and Universities commissioned "A Study of Barriers to Employer-Sponsored Training in Ontario" since there was a growing concern in Ontario that skilled labour requirements in a variety of industrial trades will not be met in years to come. The study has already proven useful in the development of policy thinking as it relates to government attempts to encourage more effective means of industrial training in Ontario. The final report has been published as a "Ministry of Education Monograph".

Frank Maidman - conducted a small scale research on "Organizational Context of Special Education" during Year 7. The material from this study was used in two OISE courses: 1) "Specialists in the School System" - very little knowledge of special education from a sociological perspective, 2) "Applied Sociology in Education" - the material was incorporated into a case study of organizational and implementation problems associated with the introduction of a new class for emotionally distrubed children into an elementary school. Students used the material in an exercise for training in organizational problem diagnosis.

A small scale funding was granted to Dr. Maidman during the Years 9, 10, 11 and 14 to study "Family Openness, Parental Participation in the School and Student Behaviour". Research was used as teaching materials in the OISE course "Family Socialization and Educational Outcome", basis for professional development day conferences with elementary school educators, and a paper was presented at the annual conference of the American Education Research Association.

Dr. Maidman's major unfunded R&D/FD activities included acting as research and policy consultant to the Toronto Board of Education's Advisory Committee on school social work for approximately four years from 1973 to 1976. Activities conducted were: 1) weekly consultation to Task Force Committee, 2) design and implementation of policy research projects on school psychology, psychiatry and psychology, 3) reports to task force - a) "The School Social Worker", 1974 and b) "Models of School Psychology", 4) report to Board of Education - "Report of the Advisory Committee on the School Social Worker", 1974.

Dr. Maidman was also acting as program and case consultant to Dellcrest Children's Centre from 1975-76. He conducted weekly consultations to two programs, e.g., community services department and the intro programme; consultations on evaluation research projects, and consultations to two management committees and professional development for school consultants.

B. Dialectical Materialism in Education

The work under this focus is primarily devoted to applying Marxist perspectives to develop critical understanding of material and ideational aspects of the social relations involved both in formal educational institutions and more generally in the cultural reproduction of capitalists societies.

Professors Handa, Livingstone, O'Brien, Olson and Smith are involved in courses and researches conducted within this focus.

Description of Activities and Summary of Evidence of Impact:

Madan Handa - is a cross-appointed faculty member in our department and he conducted an internal large scale study in Sociology entitled "Education and Distributive Justice: The Canadian Case" during the years 1978 to 1980. The project was significant both in terms of the problems posed and the methodology for pursuing these questions. The schooling/ employment relationship focussed almost exclusively on the "polar types" of those with higher education and those with the least education. Efforts have been centered around establishing a data base capable of examining the relative achievements of the system as a whole and therefore, students at all levels. A second major contribution of data base was its ability to give insight from a multicultural perspective. A third major contribution of the empirical work will be the provision of data more relevant to the current economic situation; the fourth contribution is the ability to describe actual student progress. Empirical work will provide baseline data for further longitudinal work for the Toronto Board of Education. The final analysis of secondary data from Statistics Canada will provide a preliminary analysis of the segmentation of labour markets with relation to education levels.

David Livingstone - during the past few years, Dr. David Livingstone has received funding for several research projects. Listed below is a summary of evidence of impact for these projects.

The project titled "Ontario Survey of Public Attitudes Toward Education in Ontario" was an internal large scale funding in Year 13. The publication of the first survey confirmed a strong interest, particularly in the educational system. Copies were distributed at OISE, to Ministries of Education, Colleges and Universities, CAATs, school boards, home and school associations, and teachers' federations, labour councils, chambers of commerce, social planning councils and community groups. Further copies were requested by school boards, teachers' federations, academics and researchers, necessitating a second printing. The report received Toronto and regional media coverage. Few boards had been able to conduct such a survey, and Ministry survey results had been confidential, making this work an important source of information.

The project on Ontario Survey was re-funded in Year 15 and was called "Second Annual OISE Survey of Educational Issues". The 1979 report received even better media coverage. Several scholarly articles are being prepared, based on data from both surveys, on how the public sees the relationship between school and work. Survey data will be stored in the Ontario Educational Data Archives. We are consulting with the Educational Research Institute of B.C. to coordinate their survey with our third poll, with a view to mounting a national survey.

Another study was conducted by Dr. Livingstone in Year 14 entitled "Class, Class Consciousness and Public Issues: An Ontario Inquiry". There were two projects related to this study. One was an external grant from Canada Council and the other was an internal small scale funding.

The Alternatives article and accompanying editorial resulted in invitations to university seminars and SSHRC sponsored conference on science policy research. A book manuscript on Class and Class Consciousness will be submitted for publication.

Data from the First OISE Survey of Educational Issues (1978) was analyzed in a publication, "Public Attitudes Towards Education in Ontario, 1978". In a SSHRC funded study, the data was used to obtain detailed profiles of class positions in Ontario. Results of the current study suggest that class position has more effect on educational policy preferences than previous studies have recognized.

A Canada Council grant received by Dr. Livingstone in Year 11 studies Societal Change, Political Regimes and the Growth of Schooling. The CIE article was published in December 1979 and is widely used in comparative education and sociology courses. The overall impact cannot be gauged until Economies, States and Education is completed for publication later this year.

A small scale project conducted in Year 12 studied the limits of growth of schooling. The data derived are lodged with OISE data archives. They have been used by several of our department students for term papers, etc. The DYNAMO based model is being used in simulation work which will be published in Dr. Livingstone's book Economies, States and Education.

A large scale study on "Alternative Educational and Social Futures" was funded during the Years 7 to 11. There have been numerous indications of the utility of the critical analysis and tactical procedures developed to other educators including letters of appreciation from other scholars and responses to participation in community and school conferences and workshops in educational policy (e.g., OTF sponsored workshop in 1974). Data from the survey has been deposited in the Ontario Educational Data Archive and is accessible to other researchers.

Paul Olson - has been the principal investigator for the project "Two-Thirds: A Journal of Under-Development Studies funded as a small scale project during the last two years. Several issues are published each year and are distributed to a broad and very international clientele.

A project entitled "An Assessment of Certain Sociological Effects of French Immersion Programs in Select Northern Ontario Communities" has been conducted during Year 15-16. Interviews and questionnaires to various parties have been conducted in French Immersion in nine Northern Ontario branches. A major report is being prepared for boards and specific reports for several individual boards as per the request. We anticipate several academic publications analyzing the data. Several workshops will be conducted in school boards throughout the north.

Norman Rowen - for the last two years, Norman Rowen has been conducting an internal large scale project entitled "The Employability of Youth: Necessary Skills, Their Utilization and Development". Numerous positive outcomes at a number of different levels are visible as evidence of impact. There were two conference presentations for two quite different audiences. A paper was presented to the Association of Large School Boards in Ontario Conference on "Education for Employment", Toronto, November 23, 1979. Rowen was invited to present a paper entitled "Access and Assessment: Problems in the Transition from School to Work" to the annual conference in Educational Futures at Overlea Secondary School, June 23-24, 1980. A PD day was also conducted for a group of vocational teachers from Peel County and there is the possibility of further involvement with that Board. One major impact of the project is to produce materials of use in secondary schools; much time has been spent in developing the necessary relationships. At least one student in the department is likely to produce a thesis in the area of the project, perhaps using some of the data, certainly employing much of its conceptual framework. Additional projects are possible, if not likely, based on requests from the field for evaluations of related programs and their needs for implementation of specific programs and materials.

Norman Rowen also participated in the 15th Annual Alumni Conference as facilitator on the topic of Education and Work. He was also involved in discussions with local board personnel during the Visitation Program, 1980.

Education and the Social and Political Organization of Knowledge

The Social Organization of Knowledge investigates textual communication as an essential mode of action in organizational processes in the professions and the media. It is concerned with forms of experience arriving in relation to textual communication; with processes of textually mediated organization;

with the social construction of documentary reality (facts, data, etc.); and related topics. It relates to education as a major site of textual discourse and because of its responsibility for training in relevant skills.

Faculty engaged in research in this area are James Heap, Ronald Silvers and Dorothy Smith.

Description of Activities and Summary of Evidence of Impact:

James Heap - is currently conducting a project entitled "Social Organization of Reading Activities". It is a Negotiated Grant from SSHRC received by both York University and OISE. The project has currently completed the first two years of the 5-year grant.

Significant progress has been made toward the objective of a critique of the competence-performance model of reading assessment. A literature review on the theories of reading comprehension was undertaken, as was a comparison of adult-child competencies in learning to read.

Description of the organization of reading activities remains the long term objective of this sub-project, and year two saw strides in this direction, in the form of papers by student assistants presented at a jointly sponsored session of the Learned Societies meetings. The papers contributed towards strengthening and expanding the critique of the competence-performance model, but collectively their major contribution was the description of the organization of instructional sequences. Efforts toward the development of a methodologically defensible conception of inquiry towards the prior objectives as self-reflective, consisted of a literature review in philosophy, a methodological critique of one area of conversation analysis and a book review.

This project holds weekly staff seminars which focus on relevant literature, theoretical and methodological issues pertaining to the research framework, and transcripts from the project. Staff members each made two presentations of their work in preparation for a workshop for the Halton Board of Education Professional Development Day, and for the Learned Societies sessions.

Ron Silvers - has been engaged in a major study relating to Self-Reflection and the Problem of Children's Culture since the last couple of years. This is a Negotiated Grant from SSHRC received by both York University and OISE. It is a 5-year project and has currently completed its first two years. Several papers and video programmes have been completed in which the work attempts to address the findings within the emerging conceptual and methodological problems which was experienced in the research. The video and/or papers have been presented to educators and teachers on professional development days and to parents and teachers at informally arranged meetings. They have been shown to community psychologists as invited addresses; presented at the annual meetings of the Canadian Sociology and Anthropology Association, June 1979; to the Ontario Psychological Association, February 1979; and at the Society for Phenomenology and Existential Philosophy, November 1979.

Reflections Journal (a small scale project, OISE in Year 13/15) is currently a professional publication, having evolved from an informal publication previously initiated in this department. It has formed an editorial advisory board that consists of academics from Canada, the United States and England, who both consult on and refer articles of interest to the journal. The forthcoming issue, Summer, 1980, was printed and bound at the University of Toronto Press. Reflections has worked to reorganize itself as a practical matter responsive to the question of what its nature needs and what it wants to recommend in a theoretical interest in the study of everyday life and in the applied concern of the relationship between our knowledge and its place in everyday life.

"Video Playback and Interpretive Sociology in the Study of the Child's World of Recess Activity" was a small scale funding in Year 10. The grant was used to produce a video programme "There's Me Doing Recess". The programme has been used in presentations for Teacher Development Day discussions, in Institute courses and courses taught at University of Toronto. The video production, which incorporates phenomenological analysis and visual sociology, was a proto-type of studies of children "Appearances: A Videographic Study of Children's Culture" and "The First Day". "There's Me Doing Recess" established the form of research and documentary which established a foundation of work accepted by SSHRC for a Program Grant "The Problem of Self-Reflection and the Study of Children's Culture". It provides, as a documentary, the organization of presenting ordinary events in the lives of children in such a manner for teachers and parents that critical re-interpretations may be made of the understandings and meanings of the young.

Focus on Women's Studies, Gender Relations and Education

Faculty members and research staff specializing in this focus are Margrit Eichler, Mary O'Brien, Dorothy Smith, Frieda Forman, Jennifer Newton and Carol Zavitz. Several research projects within the department concern feminist studies and research on women and sex roles. This area of work has greatly expanded since 1975 in terms of large increases in graduate students concentrating on women's studies and in terms of policy and field work in the Province.

Description of Activities and Summary of Evidence of Impact:

Margrit Eichler - has conducted several research and development projects over the past few years. Most of them have been externally funded from Canada Council or the Secretary of State.

A study on "Participation of Canadian Women in Public Life" was a project funded through the Canada Council in Year 14. Four papers have been written in connection with the study and a large number of requests of reprints have been received and supplied. Comments have been very encouraging.

There were two studies conducted on the "Political Participation of Women in Canada" and "Canadian Study on Women's Urban Group Participation". One was funded by the Secretary of State and the other was a small scale funding at OISE. A 100 page report was sent to the Secretary of State and they are keenly interested in the findings. The report will be likely published by the Canadian Research Institute in the Advancement of Women. For the small scale project, there was a paper that is currently being sent for publication.

The project "Canadian Newsletter of Research on Women" (Eichler/Newton/Zavitz) has been funded through OISE and the Secretary of State from Year 12 to date. The Newsletter has led to ongoing liaisons in Denmark and Holland, and has encouraged some foreign student application and visits of foreign scholars to OISE. It has received national and international acclaim with an international body of subscribers and some issues are used as teaching materials.

A project entitled "Group for Research on Women (GROW)" was an inter-departmental project between Sociology, History and Philosophy, Applied Psychology and Special Education. It was conducted by several investigators from various departments (Eichler/Newton/Prentice/Light/Wine/Smye/Reich). It was designed to disseminate new research on women and roles. The lectures were well-attended and the paper series well-subscribed, including several foreign countries.

Jennifer Newton - conducted a small scale research on "Canadian Newsletter of Research on Women: Cross-National Research on Women in Europe". This project has led to ongoing liaisons in Denmark and Holland, which provides RFR with a great deal of news on 'new work in Europe' of particular note, in the Ministry of Education, Denmark. It has stimulated visits by foreign scholars and increased exposure for OISE and the journal. The project has also encouraged application of some foreign students.

The project on "Sex Roles in Voluntary Social Organizations" had little impact except within the organization under study. It was undertaken as part of a dissertation which has now been downgraded to a major paper.

Mary O'Brien/
Frieda Forman - Dr. O'Brien and Frieda Forman have been the principal investigators for "The Women's Research and Resource Center", funded through OISE as a large scale project for the last three years.

The Women's Research and Resource Centre is known internationally and is used by educators, researchers, students, the media and many others.

WRRC will be a resource to the Toronto Board of Education Women's Studies Committee as of September 1980. This is a formalization of an ongoing liaison. Their ties with students are increasing not only in numbers but in range; we now have junior high to graduate students making use of the Centre. Virtually every Women's Studies course at university and community college level is aware of OISE's Resource Centre and Women's Studies focus.

The French version of Breaking the Mold, a non-sexist curriculum guide, is to be co-published by OISE and the Franco-Ontarian Teachers Association. "Women's Resource Centres - Canada" (F. Forman), was published in Emergency Librarian, 5:5, May-June 1978, the only such survey to date in Canada.

Speeches and presentations were made by Dr. O'Brien at universities (Concordia, York), school boards, at the National Conference: National Action Committee on the Status of Women, and CFRB radio (Lakeview Women and Health, Montreal, March 1980).

The closely related "Women's Studies at OISE" project has resulted in a large increase in recruitment of students to Women's Studies and has received several requests for conference help and displays (e.g., Toronto Board: Sexism and Racism, January 1980; York University: A Second Chance, March 1980). The leaflet "The OISE Women's Focus" is sold out.

Dorothy Smith - the project "Report on Women Teachers" was funded by CODE and the research was conducted by a group of graduate students and teachers under Dr. Smith's supervision.

The Wollstonecraft Research Group was conceived to do research relevant to women in education. Results of their research on declining enrolments and their implication for women were made available to the FWTAO, reported in Toronto newspapers, publicly delivered to a convention of women teachers and at least two articles have appeared in teachers' magazines. Their study of the working conditions of elementary teachers was reported in CTF Status of Women Bulletin, 1979. A speech was presented at a special dinner meeting of women of the Toronto Teachers Association, resulting in a set of notes which has been widely distributed through the Canadian Teachers Federation and a paper published in Resource for Feminist Research. Two members of the group participated in the Canadian Teachers Federation Status of Women conference and their contribution was published in the CTF publication, Women: the Education Workforce.

Dr. Smith was invited to act as a consultant to the Status of Women Committee North York district of the Ontario Secondary School Teachers Federation. A number of workshops on this topic have been given (e.g., Men Teachers Federation conference on declining enrolment).

Research for The School, the Family and Domestic Labour has been completed and is currently being re-written.

The Women and Class project has resulted in three papers: "Women's Inequality and the Family", "Women and Class", and "Women, Class and Family" - all papers forming part of a forthcoming book to be published by New Star Books.

Background research and an article were prepared for Canadian Teachers publication for women teachers on the changing workload.

Near completion is a report on Wollstonecraft current work on the situation of working class women and the role of education.

III. FUTURE DIRECTIONS

We see no incompatibility between research and policy in field development. In fact, most of our work is best done by attacking a given problem in all three ways (research, field application, graduate studies). On the other hand, we have been very concerned about the ever narrowing definition of research and field development over the past five years in the Institute. This definition tends to emphasize curricular and other classroom concerns in the Grade K to 13 school levels. We do not deny the importance of these aspects of the school system, and several of our activities are addressed to these topics. However, we also think that it is extremely important for the Institute to maintain and further develop its work on broader policy issues of education in the province. This would include studies of the views of the general public, community concerns, adult education, professional development of teachers, policy and professional issues relating to women's roles, youth unemployment and social conditions, etc. etc. These topics are not denied in the current context, but a definition of legitimate research in the context of shrinking funds seems to be narrowing the possibilities. If this trend continues, it will greatly limit the contribution that several departments in OISE can make to education. The skills and activities outlined in the previous section indicate the kinds of expertise and issues on which we think we can make our greatest contribution, and which seem to meet major educational needs in the province and in the country.

For our part, we will continue to develop our program in response to needs in the area of Women's Studies. We have also launched a major expansion and integration of our applied program through a focus on M.Ed and Ed.D program development and recruitment, especially in off-campus locations, but also in our on-campus program. The sociological perspective and the field based methodology which we have developed especially in the areas of women's studies and applied sociology are particularly useful for working with client groups in a collaborative way over a period of time in ways which identify the most salient topics and increase the likelihood, the results will be applicable and useful to those groups.

TABLE 4

List of Research & Development/Field Development Projects Funded in the Department of Sociology in Education

Focus on Applied Sociology and Policy Studies in Education:

	Project Title	Duration	Funding	Source of Funding
G. Cressy	How Principals View School-Community Relations	Yr. 13	Small Scale	OISE
M. Fullan	Comparative Study of Innovative Schools & Regions (with Loubser)	Yr. 6		"
	School Innovativeness	Yr. 7	Large Scale	"
	School Change Project (with Eastabrook)	Yr. 7-12	"	"
	A Study of the Community Involvement in Decision Making, Planning, Implementing, Using & Evaluating Educ. Programs (with Eastabrook)	Yr. 9		Min. of Education
	Study of Community Involvement (with Eastabrook)	Yr. 10		"
	A Study of Factors Involved in Planning for & Implementing Community Involvement: Phase 3 (with Eastabrook)	Yr. 11		"
	Research on Change in Teacher Training Institutions in Canada (with Wideen)	Yr. 14		Canada Council Grant/ Simon Fraser Univ.
	Effects of Teacher's Strike on Metro Toronto Students (with Brison/ Watson/Holmes)	Yr. 11-13		Min. of Education
	Curriculum Implementation: A Resource Booklet	Yr. 15		Min. of Education
E. Harvey	Study of Barriers to Employer-Sponsored Training in Ontario	Yr. 14		Min. of Colleges & Univ.
	Longitudinal Study of Educ. & Employment of Arts & Science Graduates	Yr. 9-10		"

TABLE 4 - con't.

	Project Title	Duration	Funding	Source of Funding
E. Harvey	Sex, Ethnicity & Socioeconomic Background: Effect on Access to & Choices within Postsecondary Education Over Time	Yr.11-12 13		Can. Council
	Evaluation of Neighborhood Improvement Program	Yr.9		Min.of State for Urban Affairs
	Education, Employment & Community Development in Northeastern Brazil	Yr.10		CIDA
	Study of Employment Experiences of Students from Occupational Programs in Sec.Schools (with Masemann)	Yr.8		Min. of Educ.
	Class of '72 Enters Labour Force	Yr.11		Min.of Colleges & Universities
	MCU Follow-up Study of 1972 BA/BSC Graduates	Yr.11		"
	Employment Futures for Can.Social Science Graduate Degree Holder	Yr. 8		Dept. Manpower & Immigration
	Air Pollution	Yr. 7		York-Tor. TB & Resp. Disease Soc.
	Evaluation of Effectiveness of Student Guidance Information System	10		Min. of Educ.
	Evaluation of Career Development Credit Course	9		"
	Social/Political Implications of Employment Situation for Educated Youth in Canada	14		Employment & Immig. Canada
	Future Policy Environment for Post-secondary Educ. in Ont.: Implications of Youth Employment Patterns & Political Attitudes	14-15	Large Scale	OISE

TABLE 4 - con't.

	Project Title	Duration	Funding	Source of Funding
E. Harvey	Ont.Education & Labour Force Participation Three Key Problems	Yr. 7		Ont.Dept.Univ. Affairs
	Educational Systems and the Labour Market	Yr. 7-11	Large Scale	OISE
F. Maidman	Organizational Context of Spec. Education	Yr.7	Small Scale	OISE
	Family Openness, Parental Participation in School and Student Behaviour	Yr.9-10	"	"
	Family Openness, Parental Involvement in School and Student School Behaviour	Yr.10	"	"
	Family Openness and Parental Participation in the School	Yr. 14	"	"
	Family Openness, Parent School Participation	Yr. 11	"	"

Focus on Dialectical Materialism and Education:

	Project Title	Duration	Funding	Source of Funding
M. Handa	Educational & Distributive Justice: The Canadian Case	Yr.14-15	Large Scale	OISE
D. Livingstone	Annual OISE Survey of Educational Issues in Ontario (title changed to Ont.Survey of Public Attitudes Toward Education in Ont.)	Yr.13	Large Scale	"
	Second Annual OISE Survey of Educational Issues	Yr. 15	"	"
	Alternative Educational & Social Futures/ Identification of Educational Needs, Objectives & Alternatives	Yr. 7-11	"	"
	Societal Change, Political Regimes & the Growth of Schooling	Yr. 11		Can. Council
	Limits to Growth of Schooling	Yr. 12	Small Scale	OISE
	Class, Class Consciousness & Public Issues: An Ontario Inquiry	14	"	Can. Council
	Class, Class Consciousness & Attitudes Towards Education: An Ontario Inquiry	14	"	"
P. Olson	An Assessment of Certain Sociological Effects of French Immersion Programs in Select Northern Ont. Communities	Yr. 15	Small Scale	OISE
	Two-Thirds: A Journal... Studies	15	"	"
	Two-Thirds: A Journal of Underdevelopment Studies	14	"	"
N. Rowen	Employability of Youth: Necessary Skills, Their Utilization & Development	Yr. 14-15	Large Scale	OISE

Focus on Education and the Social and Political Organization of Knowledge:

	Project Title	Duration	Funding	Source of Funding
J. Heap	Social Organization of Reading Activities	Yr.14-		SSHRC
R. Silvers	Video Playback & Interpretive Sociology in Study of Child's World of Recess Activity	Yr.14	Small Scale	OISE
	Self Reflection & Study of Children's Culture	Yr.14		SSHRC
	Reflections: A Journal of Interpretive Sociology	Yr.13, 15	Small Scale	OISE

Focus on Women's Studies, Gender Relations, and Education:

	Project Title	Duration	Funding	Source of Funding
M. Eichler	Canadian Component of International Study on Participation of Canadian Women in Public Life	Yr. 14		Can. Council
	Canadian Newsletter of Research on Women	Yr. 12-15		OISE, Sec't of State
	Political Participation of Women in Canada	Yr. 15	Small Scale	OISE
	Participation of Canadian Women in Public Life	Yr. 14		Can. Council
	Canadian Study on Women's Urban Group Participation	Yr. 15		Can. Research Inst. for Advancement of Women (Sec. of State
J. Newton	GROW (Group for Research on Women)	Yr.12-13	Large Scale	OISE
	Can.Newsletter of Research on Women: Cross-National Research on Women in Europe	Yr. 14	Small Scale	"
	Sex Roles in Voluntary Social Organizations: Case Study of Can. Race Communications Assoc.	Yr. 12	Small Scale	"
M.O'Brien	Women's Research Ctr.Franco Ont. Community Service Programme	Yr.14		Sec. of State
O'Brien/ Forman	Women's Research & Resource Ctr. Resource Centres in Canada	Yr. 14	Small Scale	OISE
"	Women's Research & Resource Ctr.	Yr.14, 15	Large Scale	"
O'Brien	Women's Studies at OISE	Yr. 15	Small Scale	"

Focus on Women's Studies...con't.

	Project Title	Duration	Funding	Source of Funding
D. Smith	Report on Women Teachers	Yr. 13		Comm.on Declin. Enrolment
	The School, Family & Domestic Labour	Yr. 14	Small Scale	OISE
	Women and Class: Can. Historical Data	Yr. 15	"	"

REPORT

of the

DEPARTMENT OF SPECIAL EDUCATION

REPORT ON RESEARCH IMPACT

Department of Special Education

May 1980

In the late sixties, student and field needs for services in the area of exceptional children and youth reached the point where it was important to form a department of Special Education devoted to research and teaching in the area of exceptional children. In the approximately ten years since its formation, the faculty complement has grown from 4 to 8½ people, the part-time and full-time student body has reached 400 and the total research dollars managed now average about $300,000 per year from both internal and external sources.

Considering its relatively small size, the Department has managed to attract a fairly large amount of money in a rather broad range of project areas. Moreover, the Department does not organize its research efforts into broad programmatically defined areas but rather encourages research activity to emerge out of the individual faculty members' particular interests and talents. The various research projects that have been conducted over the past five years, however, can be loosely grouped into four major categories for purposes of discussion: Studies of Communication and Language Disorders; Prototype Program Development; Policy Studies; and Basic Research in Human Exceptionality.

I - Communication and Language Disorders

The development of language competence, both oral and written is probably the single most important aspect of elementary school education. Thus, any disruption in the normal pattern of language development becomes a major concern of public school educators and hence a primary focus of special education. The Department has a multi-pronged approach in this area that includes research projects, evaluation studies of existing practices, instrument development to assist teachers in assessment and programming and the initiation and hosting of professional conferences to disseminate the information obtained. Two major sets of project activities will illustrate the work in the area:

a) Language Development in Deaf Children

Perhaps nowhere else as in case of profound deafness from birth are the devastating effects of a lack of language so obvious. The social, emotional, intellectual and even physical growth of the deaf child is usually severely hampered by the lack of hearing and the consequent lack of normal language development. All things considered, deafness is probably among the most crippling of handicaps that can be inflicted on a growing young child.

For the past several years, a number of faculty members (Anne Keeton, Peter Lindsay and Carol Reich) have become involved in studying language growth in deaf children and in evaluating the current programs associated with the education of the deaf child. This work began relatively modestly with Carol Reich's study of how learning manual communication affects some of the other aspects of the deaf child's communication competence such as his or her ability to lipread. A second study conducted by Lindsay around the same time period did a preliminary exploration of some of the potential benefits of using computers in language training in classrooms for the deaf. Through these initial studies, one thing became very apparent - the need for a good language assessment instrument to assist teachers in assessing the development of language competence in their classroom wards. Thus, in collaboration with Anne Keeton, Reich and Lindsay initiated a four year program of test development to be completed in the Spring of 1981 that will result in a language assessment battery that classroom teachers can use to assess the receptive language competence of their students. During this period, the work has been funded by a combination of Grants-in-Aid, Ministry of Education contracts, and internal OISE funding. It has involved every major educational facility for the deaf in the Province either through representatives on a planning board or through evaluation studies in the schools themselves. Educators of the deaf from school superintendents to classroom teachers, have been intimately involved in the design, development and testing of the instrument and hence, are anxious for its finalization and dissemination.

A second long term project undertaken by the same research team is investigating the impact of various program variables, home environment factors, and personal characteristics on language and social development in the preschool deaf child from three to seven years old. This project is currently in the second year of a five-year longitudinal study funded by the Ministry of Education. Although it is too soon to assess its ultimate impact, this study represents the most extensive investigation of linguistic and social development of deaf children that has ever been undertaken.

b) Communication for the Physically Handicapped

A second category of research activity related to communication and its development has focused on the physically handicapped child who is unable to use speech as a primary communication mode. This is a series of some seven studies conducted over the past six years by Harry Silverman and his colleagues under contract from the Ministry of Education. This work began with a feasibility study to assess the potential use of a system of pictorial communication developed by B. K. Bliss called Blissymbolics with severely physically handicapped children. Following the successful completion of the feasibility study (Ontario Crippled Children's Centre Communication Study, 1974-75), the work moved on to explore some technological innovations in association with Blissymbolics (The Development of a Classroom Group Symbol Communication Display for Handicapped Children with No Expressive Language, 1975) then to curriculum development (The Educational Applications of the Ontario Crippled Children's Centre Symbol Communication Module, 1975: A Formative Evaluation of the Ontario Crippled Children's Centre Communication Program, 1976). The final project in this series explored the use of the Blissymbol system with other types of handicapped children (The Educational Application of the Ontario Crippled Children's Centre Symbol Communication Module for Other Groups of Exceptional Children, 1977).

Since the beginning of this work, an Institute for training teachers in the use of Blissymbolics has been established in Toronto which has become an international centre in promoting the use of Blissymbolics with handicapped children. In addition, field and teaching contacts established during both of the above project series have been the basis for further project development and collaboration. At present, for example, the Department of Special Education at OISE and the Blissymbolics Communication Institute at the Ontario Crippled Children's Centre are collaborating in jointly sponsoring a conference on Non-Speech Communication. The conference is geared towards an international audience of Special Educators and Speech and Language Therapists and will provide tutorial presentations and analysis by prominent international specialists on both visual systems such as Blissymbolics and manual systems such as Ameslan and Signing Exact English that are currently in use with handicapped children.

II - Prototype Program Development

A second major set of research and development activities that the Department has been engaged in during the past years can best be considered under the general heading of Prototype Program Development. This work primarily involves identifying programmatic approaches and service delivery models that have been successfully applied elsewhere and adapting those models to the local context, training personnel in their use, and providing supervision and evaluation in the development of prototype demonstration projects. Three recent endeavors stand out:

a) Parents as Paraprofessionals

Mal Garber has developed a program in which parents of "at risk" children (i.e., parents in low income, broken families, in high population density, multi-ethnic regions in the city) are trained as paraprofessionals to teach other parents basic parenting skills. The parenting skills include such things as how to instruct their children in various academic materials as well as behavioral management techniques to help parents cope with acting out behaviour of their children. In general, this work has been very well received by the parents involved by the popular press and by scientific community. The general conclusion has been that parents who have had to learn to cope with certain problems can be excellent training and helping agents for other parents with similar difficulties. In fact even with a relatively modest amount of training and guidance, they are frequently much more effective than the traditional professionals in part probably because of the credibility that comes with having experienced the same needs and problems as the people they are working with.

This work has been underway now for some four years with the financial support of the Ministry of Community and Social Services. During 1979 it reached a stage of maturity where it could be transferred from a prototype research project to a direct service activity under the auspices of the Family Services Association. As a result, the Department's principal investigator has been freed up to explore ways of expanding the program into new areas. His current plans are to examine ways in which services could be extended to include a speech and language development training component using the paraprofessional parent training model.

b) Infant Stimulation

A second series of activities in the general area of Prototype Program Development involves Infant Stimulation Programs. These programs are based on quite extensive psychological research that suggests that it is critically important to try to maximize the amount of stimulation received by "at risk" infants and to provide it as early as possible. The Department member most involved in this work is Professor Dorothy Shipe who is working in collaboration with Mothercraft supported by the Ministry of Community and Social Services. As with the preceding example, prototype models for infant stimulation have been developed and evaluated throughout the city and the project has now reached the stage where it is primarily one of service delivery rather than a research program. At present, Dr. Shipe is being retained to assist in the transition from an evaluation oriented program to one focused on service delivery.

c) Learning Potential Assessment and Instrumental Enrichment

A third example in this category relates to adolescent assessment and remediation techniques originally developed by a prominent Israeli psychologist, Reuven Feuerstein. The primary investigators associated with this work have been Professor Harry Silverman and Dr. Mary Waksman in the Department of Special Education, and Professor Harvey Narrol, a faculty member in Applied Psychology. Feuerstein's assessment approach has a number of unique and potentially valuable features. For one thing, it attempts to establish how easily the student can be taught something, that is how teachable the student is, rather than following the more traditional assessment approach of trying to assess how much knowledge a student has already absorbed at any given point in time. Secondly, the remediation approach focuses on training specific information processing skills in the student (e.g., classification skills; pattern matching; memory strategies) rather than teaching specific academic content as such. Finally, the fact that the program seems to be particularly effective with adolescents means that it is almost without competitors in its field.

Prototype assessment and remediation classes have now been conducted extensively throughout Toronto and the surrounding regions. In addition to the typical remediation classes, the approach has also been tried and found to be successful in such diverse settings as classes for the gifted and adult training schools in prison. One of the indices of its success is that the program is now formally recognized by the Federal Ministry of State as a cultural exchange product between Israel and Canada. At present, the Department is preparing to move the work from the prototype demonstration phase to a direct service mode as soon as an appropriate delivery mechanism can be established.

III - Policy Studies

In addition to research and evaluation in the area of communication and language disorders and the implementation of demonstration prototype programs, the Department has also been involved in a number of survey studies of existing assessment instruments and educational practices that are designed to help inform policy makers in the area of educating exceptional children. One clear example of this is the work of Professors Silverman and Davidson on early identification procedures.

In the fall of 1979, it became mandatory for all school boards to have in place procedures for assessing every incoming kindergarten or grade 1 student. Prior to "early identification" becoming mandatory, Silverman and Davidson were given a contract to identify and evaluate early screening programs that were currently in use in the Province. This work culminated in a conference on early identification that was well attended by board decision makers from across the Province and will lead to a Ministry of Education publication of the proceedings as a guide to early identification practices.

A second survey study in the same category is the work of Professors Keeton and MacIntyre on identifying and evaluating assessment instruments available for diagnosing specific learning disabilities. Programs for children with specific learning disabilities have recently been given a priority with the Special Education Branch of the Ministry of Education. It has built two demonstration schools in the Province and is encouraging universities to provide focuses in the area of specific learning disabilities as part of their teacher training program. Another part of this general thrust was the survey and evaluation of the currently available assessment instruments and practices that were carried out under contract by Professors Keeton and MacIntyre and some of their students. The report emanating from the project is now available as a Ministry publication. Judging by the volume of requests that are already coming in, this report will have a very considerable impact on the field.

A third activity in the general area of policy studies involves some work of Professor Keeton who has been examining the implications of the Province's proposed new "responsibility" legislation for Special Education. The government is proposing to make it mandatory for all boards of education in the Province to provide special services for all of the needy children in their jurisdiction. Anticipating this move, Anne Keeton began several years ago to look at the results of such legislation in other jurisdictions such as the United States and Alberta in order to try to define the probable problem areas and implications for Ontario. Professor Keeton's work has led to several publications and, as the time for responsibility legislation draws near, an increasing demand from boards for public addresses and workshops on the topic. The Ministry has also approached her on a number of occasions to get her views on various clauses in the draft legislation and to request assistance in drafting some of the supporting documents. The move to mandatory provision of special education services promises to be one of the most significant pieces of legislation ever to be passed relating to the education of exceptional children in this province.

Finally, there are a number of other shorter term commitments in the Department which would also fall under the general rubric of policy studies.

These are such things as A Survey of the Special Educational Needs for Native Children in Four Northern Communities by Professors Davidson and Keeton and evaluations of the Special Education services provided by various provincial boards of education conducted on an ad hoc basis at their request.

IV - Basic Research in Human Exceptionality

A number of our research activities are not designed to lead immediately to direct practical consequences in the sense that evaluation studies, instrument development or prototype programs do. Members of the Department have also been involved in more theoretically oriented studies investigating some of the underlying causes related to the various types of learning and emotional difficulties. In a number of these cases, the immediate concern is not with how the results might translate directly into a specific treatment approach but rather with the nature of the underlying brain mechanism associated with a particular disability.

One of our most prolific researchers in this area is Professor John Kershner. Professor Kershner has had a long standing interest in the differences in cognitive processing between right and left hemispheres and the possible role these differences might play in various types of disabilities, particularly specific learning disabilities. A sample of his research titles gives the flavour of his work: The Role of Lateral Preference, Linguistic Differentiation of Right-Left and Spatial Orientation in Reading Disabilities (1976); Biological Factors in Beginning Reading Ability (1975); Effects of Preschool Reading Instruction on Reading and Hemisphere Differentiation (1976); Dual Brain Asymmetry: A Model for the Treatment of Learning Disorders (1975); Visual Perception Laterality (1975); Laterality in the Treatment of Learning Disabilities (1977); Visual Perception Laterality (1977). Other work in the Department in the same category though somewhat more applied, would include two other studies by Kershner - Orthomolecular Psychiatry: Treatment of Learning Disabilities with Megavitamin Therapy (1976) and Effects of Air-ion Balance on Hyperactive Children, 1979 as well as some of Professor MacIntyre's work - Biofeedback Training with Children with Learning Disabilities, 1977; The Use of Biofeedback to Reduce Hyperactivity and and Improve Concentration in Young Schoolage Children (1977). Finally, some of Professor Keeton's work would fall in this category - Children's Basic Learning Strategies in Early Elementary School (1973); The Developmental Changes in the Memory Mediating Strategies of Deaf and Hearing Children (1976) and The Development of Synthesis in Exceptional Children (1977).

V - Future Directions

The decade of the seventies was one of establishing basic resources and skills in the Department. The decade of the eighties promises to be an important and exciting one for all of the various societal institutions involved in educating exceptional children. Every school boards in the Province will be required by law to either provide or to purchase the full range of special services for all of the exceptional children in their jurisdiction. There will be increasing pressure to retain as many children as possible in the most normalized educational setting that is feasible--the move towards mainstreaming. New technologies such as microcomputers are coming of age and are promising to play an increasingly important role in the education of exceptional children at both ends of the intellectual continuum. All of these trends will provide extraordinary opportunities for research, evaluation and inservice training for the Department of Special Education. As we move from the period of rapid expansion necessitated by the press of increased student numbers to a period of declining enrolment and surplus teachers, perhaps for the first time we will be able to harness the resources we need to provide real and meaningful educational opportunities to the less fortunate children in our society.

REPORT

of the

HIGHER EDUCATION GROUP

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

HIGHER EDUCATION GROUP

MEMORANDUM

TO : James W. Singleton
Task Force on Impact

FROM : Charles E. Pascal
Chairman

RE : Request for Department Reports

DATE : April 21, 1980

Whereas, the Higher Education Group has been in existence under OISE direction since July 1, 1977, and whereas I spent 1½ hours with the Task Force defining "impact" vis à vis our unit's activities, and whereas we do not have the proper administrative support required for responding to your request, and whereas we are too busy demonstrating impact with the resources we have to document this impact for your purposes (especially with the timeline), I am respectfully submitting a variety of documents already prepared for other purposes, which should provide you with some relevant information.

Many thanks for your understanding.

CEP:gk
Enclosures

AN-231

HIGHER EDUCATION GROUP

INTRA-INSTITUTE VERSION

ANNUAL REPORT

1978~79

467

The Ontario Institute for Studies in Education

I.

A BRIEF INTRODUCTION TO THE HIGHER EDUCATION GROUP

Begun in 1969 at the University of Toronto, the programs offered by the Higher Education Group (HEG) have been designed with the notion that the study of higher education is a multi-disciplinary activity and that, in addition to expertise in a particular discipline, the graduate would benefit from approaches adopted in several others--economics, political science, history, sociology, psychology, public administration, management studies, for example. The Higher Education Group joined The Ontario Institute for Studies in Education in July, 1977. With the move to OISE, the program has added a concern for community college education as well as the university sector. Therefore, "higher education" as interpreted by the group is equivalent to "post-secondary education". In addition to graduate studies, the Higher Education Group also maintains research and development and field development activity in higher education.

II.

GOALS OF THE HIGHER EDUCATION GROUP

A) To offer a graduate studies program which enables students to obtain the degrees of M.Ed., M.A., Ed.D., and Ph.D. in Educational Theory (University of Toronto) with specialization in higher education.

B) To offer graduate students specialized courses in four major categories:

1. Basic Studies in Higher Education (i.e., History, Philosophy, Comparative)
2. Teaching, Learning, and Curriculum in Higher Education
3. Institutional Research, Planning, and Administration
4. Areas of Special Interest not clearly subsumed under the above (e.g., Professional Education, The Community College, Graduate Education)

C) To offer non-degree programs in higher education designed for individuals already working in the post-secondary system.

D) To pursue a research and development program which focuses on important issues, historical and/or contemporary in nature.

E) To pursue a field development program designed to apply the results of research and scholarship in the field of higher education to serving the needs of individuals or institutions in the Ontario post-secondary system.

F) To disseminate information and coordinate public events concerning contemporary developments in higher education.

III.

STAFF

Permanent Academic Staff

HANSEN, Bertrand L. (B.A., Ohio State)

Professor Hansen is cross-appointed to the Department of Educational Planning. His interests include decision-making processes in post-secondary education, organizational management, and quantitative and qualitative planning for resource allocation in universities and colleges.

HARRIS, Robin S. (Ph.D., Michigan)

Professor Harris is the University of Toronto Historian and is cross-appointed from the University to the Higher Education Group. He is on the Editorial Board of the Canadian Journal of Higher Education. This past year, he served on the Program Committee of the Association of Professors of Higher Education (U.S.). He has recently been appointed to the Board of Governors of Ryerson Polytechnical Institute. Professor Harris' major area of interest is the history and philosophy of higher education.

PASCAL, Charles E. (Ph.D., Michigan)

Professor Pascal is chairman of the Higher Education Group and is currently on partial release in order to direct the Ontario Universities Program for Instructional Development. He is a member of the Executive Board of the Canadian Society for the Study of Higher Education and has recently been elected to serve on the Governing Council of the University of Toronto. Professor Pascal's interests include designing and evaluating instructional systems and conducting applied research in higher education.

Certificate Program Staff

DIMOND, John G. (Ph.D.,

Dr. Dimond is Coordinator of the HEG Certificate Program (described on page 14) and is Executive Assistant to the Vice-President, Campus and Community Affairs, University of Toronto.

LANG, Daniel (Ph.D., Toronto)

Dr. Lang conducts "The Basic Issues" course for students in the HEG Certificate Program. He is Editor of the Canadian Journal of Higher Education and Assistant Vice-President and Director of University Planning and Analysis at the University of Toronto.

Associated Academic Staff

In addition, the following individuals were associated members of the HEG staff for the year 1978-79. In addition to teaching courses for the HEG, these colleagues also participated in the HEG Council (described on page 8).

BYRNE, P. Niall (Ph.D., Toronto)

Professor Byrne is cross-appointed to the HEG from the Division of Studies in Medical Education, Faculty of Medicine, University of Toronto. He has a special interest in teaching, learning and curriculum in higher education.

DE PENCIER, Marni (Ph.D., Toronto)

Professor de Pencier is Assistant Secretary to the Council of Ontario Universities.

HALL, Oswald (Ph.D., Chicago)

Professor Hall, Professor Emeritus in the Department of Sociology, University of Toronto, is also associated with the Faculty of Library Science, University of Toronto. His interests include a concern for education and the professions.

PESZAT, Lucille (Ed.D., Toronto)

Professor Peszat is Dean of Health Sciences Division, Humber College of Applied Arts and Technology.

PILKINGTON, Gwendoline (Ph.D., Toronto)

Dr. Pilkington is presently engaged in writing the history of the Association of Universities and Colleges of Canada, 1911-1977 (under the auspices of the Canada Council and the AUCC).

ROTHMAN, Arthur I. (Ed.D., State University of New York, Buffalo)

Professor Rothman is cross-appointed to the Higher Education Group from the Division of Studies in Medical Education, Faculty of Medicine, University of Toronto. He has a special interest in teaching, learning and curriculum in higher education.

SISCO, Norman (B.A., Toronto)

Mr. Sisco is former chairman of the Ontario Council of Regents for the Ontario Colleges of Applied Arts and Technology, and he maintains an interest, both historical and contemporary, in the Ontario college system.

TIBERIUS, Richard (Ph.D., Toronto)

Professor Tiberius is a Research Associate, Division of Studies in Medical Education; and Assistant Professor, Department of Family and Community Medicine, Faculty of Medicine, University of Toronto; Educational Consultant, Office of Educational Development, University of Toronto.

Visiting Professor

The HEG was most fortunate in having:

GEIS, Dr. George L.

Director of the Centre for Learning and Development, McGill University, as a visiting professor. In addition to Dr. Geis' contributions to various HEG seminars, he acted as a consultant to the Chairman in the conceptual development of the HEG program.

Permanent Support Staff

FLETCHER, Barbara Mrs.

Mrs. Fletcher joined the Higher Education Group as a 20% Secretary III on September 11, 1978. She had formerly been Departmental Secretary to the Group under the chairmanship of Dr. E. F. Sheffield, University of Toronto.

KACHKOWSKI, Gladys Ms.

Ms. Kachkowski joined the Higher Education Group as a 100% Secretary V on September 1, 1977 under the chairmanship of Dr. C. E. Pascal. She came to the HEG from the Department of Educational Administration.

Personnel Changes for 1979/80

PROFESSOR ROBIN HARRIS will be on leave for the coming year and will not be returning to the HEG as a permanent member of the HEG staff. Professor Harris will continue his work as the University Historian and as a member of the FEUT staff. Fortunately, Professor Harris will continue supervising HEG thesis students and is expected to contribute to HEG seminars.

PROFESSOR CICELY WATSON, founding chairman of the Department of Educational Planning, will be joining the HEG as of September 1, 1979 on a .54 basis.

PROFESSOR IAN WINCHESTER, recently retiring chairman of the Department of History and Philosophy, will join the HEG on a .75 basis upon his return from his 1979/80 leave.

PROFESSOR RICHARD TOWNSEND, from the Department of Educational Administration, will be with the HEG on a .25 basis for the 1979/80 year.

PROFESSOR GEORGE TRACZ, from the Department of Educational Planning, will also be with the HEG on a .25 basis for the 1979/80 year.

The Higher Education Group, then, will be operating during the 1979/80 year with a total faculty complement of 1.75 (a complement of 2.00 has been approved) distributed as follows:

Hansen, Bert	.20
Tracz, George	.25
Townsend, R.	.25
Watson, Cicely	.54
Pascal, C. E.	.51

In addition, the HEG will be fortunate in having, for the first time, an Administrative Officer:

MS. SUSAN PAPE will join the HEG as an Administrative Officer II, as of September 10, 1979. Ms. Pape comes to the HEG from Metro Cable TV, where she acted as an administrative assistant to the Vice-President.

Higher Education Group Council

Because of the multi-disciplinary nature of the study of higher education and because of the limited size of the Higher Education Group, the Group's planning and policy decisions have been overseen by a council consisting of the following individuals for the 1978/79 academic year:

Permanent Academic Staff of the HEG	. HANSEN, Bertrand (HEG) . HARRIS, Robin S. (HEG) . PASCAL, Charles E. (HEG)
Extramural Academic Staff of the HEG	. BYRNE, P. Niall (Fac. of Medicine, U of T) . PESZAT, Lucille (Health Sciences, Humber C.A.A.T.) . DE PENCIER, Marni (C.O.U.) . TIBERIUS, Richard (Fac. of Medicine, U of T) . ROTHMAN, Arthur (Fac. of Medicine, U of T)
Full-Time Staff, OISE	. BECK, Clive (Co-ordinator, Graduate Studies) . DAVIE, Lynn (Adult Education) . HARVEY, Edward (Sociology) . ORME, Michael (Applied Psychology) . TRACZ, George (Educational Planning)
Full-Time Staff, University of Toronto	. KONG, Shiu L. (FEUT, U of T)
Community College Representative	. SISCO, Norman (former Chairman of the Ontario Council of Regents for CAATs
HEG Student Representatives	. DELLANDREA, Jon (M.Ed. candidate) . SCARFE, Janet (Ph.D. candidate)
HEG Support Staff	. KACHKOWSKI, Gladys (Sec. V)

The HEG Council, at its final meeting, adopted the following constitution to take effect for the 1979/80 academic year:

HIGHER EDUCATION GROUP COUNCIL

CONSTITUTION

---

1. The Council will be advisory to the chairperson of the Higher Education Group (HEG) who shall be a non-voting member of the Council and who will act as the executive officer of the Council.

2. The membership of the Council consists of:

    a) the permanent academic staff of the HEG

    b) all persons teaching on an extramural basis

    c) one member of the support staff to be elected by the support staff

    d) two students elected by the students. Only students registered for one full year prior to the year in which they would serve are eligible to vote and serve.

    e) one member of the Ontario Community College system to be selected by the permanent academic staff of the HEG.

    f) one member of the Ontario university system to be selected by the permanent academic staff of the HEG.

    g) the Coordinator of the HEG Certificate Program.

    h) all .0 cross-appointments to the HEG.

3. The Council will elect a chairperson at its first meeting each year to serve for one year.

4. At its first meeting, the Council will elect a secretary to keep minutes and this individual will serve for one year.

5. The chairperson of the Council, who conducts the meetings of the Council, is responsible for developing Council agenda and is responsible for editing, approving and circulating minutes. The HEG chairperson, as executive officer of Council, assists the Council chairperson in these activities.

6. The Council holds four regular meetings per year, normally during the months of September, November, February, and April on dates established at the first meeting. A special meeting of Council can be called at the request of the chairperson of the HEG with seven days' notice being required.

7. Membership duration of one year refers to May 1 to April 30.

8. The minutes of Council are circulated to all members of the HEG staff, and to all students currently registered in the HEG. One copy of the minutes is also posted on the HEG bulletin board.

9. A quorum of 50 per cent of the voting members of Council is required for meetings.

IV.

GRADUATE STUDIES

Program Description

(see goals A and B on page 2)

Courses in Higher Education are designed for students pursuing one of three types of careers:

(a) administration in higher education, either in an institution of higher education, such as a university or community college, or in an agency--governmental or otherwise--concerned with the administration of higher education;

(b) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they are working;

(c) higher education as an interest related to another field, such as adult education, educational planning, the history of education, the economics of education, the sociology of education, or the philosophy of education.

Graduate students proceed to the M.Ed., M.A., Ed. D., or Ph.D. degree in Educational Theory with specialization in Higher Education.

This second year at OISE has been another year of planning and course offerings have been evaluated and revised where necessary. Readers interested in a description of the HEG curriculum as of September 1, 1979, should consult with the 1980/81 OISE Bulletin.

Student Enrolment

Both quality and quantity of applications have been encouraging to a new program. Many of the HEG students hold positions of responsibility in post-secondary institutions and government. This makes for both stimulating experiences in the seminar room as well as an evaluation mechanism for the curriculum.

Across all programs, the number of HEG students progressing through various programs has gone from 20 in 1976/77 (pre-OISE year) to the expected 1979/80 level of approximately 50. During the same period, course registrations have risen from 21 in 1976/77 to 82 in the 1978/79 year and an expected registration total for the coming year of about 124.

Of special interest to the HEG is the increasing number of students from other OISE departments who are electing HEG courses.

Program Evaluation by HEG Students

Professor Pascal asked Ms. Claudia Harvey, leader of the Higher Education Group Student Society, to convene an evaluation session for all HEG students to discuss various aspects of the HEG program and to provide the Group with appropriate advice.

The session yielded an extremely useful brief dealing with teaching, course length, advising, and other organizational and procedural matters. Many of the suggestions have been acted upon.

In addition, individual instructors have been encouraged to continue course evaluation procedures which they deem appropriate to their respective courses.

Theses Completed in 1978/79

HARVEY, Claudia. "Conceptions of Curriculum and the Planning of Teacher Education Programs". M.A., 1979.

MEYERS, Gordon P. "Student Strategies for Adoption in the Academic Arena: A Description of Collective Behavior at One University." Ph.D. thesis, 1979.

Theses in Progress

AYRE, David. "The University and the Legislature: Political Aspects of the Ontario University Question, 1867-1906." For Ph.D.

BARTRAM, Dorothy. "The History of the Royal Society of Canada, 1882-1920." For Ph.D.

DAVEY, Earl. "The Development of Music Programmes in English-Speaking Universities of Central and Eastern Canada to 1970." For Ph.D.

DUNLOP, Edward. "The Development of Extension Services at Queen's University 1889-1941." For Ed.D.

KIRKNESS, John. "Academic Development in the University of Toronto Since the Early Sixties." For Ed.D.

MURPHY, Neil. "An Historical and Philosophical Analysis of the General Education Component in the Post-Secondary Curriculum of the Colleges of Applied Arts and Technology." For Ed.D.

SCARFE, Janet. "The Academic Community in Nineteenth Century English-Speaking Canada." For Ph.D.

WOODS, Mary Jean. "A Comparative Study of the Life Cycle of the Ontario Colleges of Applied Arts and Technology System with the Twenty-Two Life Cycles of the Individual Colleges of the Years 1967-1977, and an Attendant Projection of These Cycles." For Ph.D.

Certificate Program

During the 77/78 session, under the direction of Professor Harris, plans were made to initiate, as a pilot project, a non-degree certificate program in Higher Education for a limited number of students who would be enrolled on a part-time basis over a two-year period.

The objective of the program is to provide for persons occupying administrative positions below the level of upper management in post-secondary institutions (e.g., administrative assistants, and officers working for presidents, deans, departments) and who are either inadmissible to degree programs or not in a position to devote the time required to complete a degree program:

- a) a systematic orientation to the full range of problems which relate to post-secondary education;
- b) an opportunity to develop specific research skills which are relevant to the areas of administration in which they are interested.

The basic qualifications for admission to the program is the *recommendation of the institution* by whom the candidate is employed.

The Certificate Program in Higher Education has three parts:

1. A specially designed course entitled "Basic Issues in Post-Secondary Education", modeled on the degree course currently offered by the Higher Education Group called "Recurrent Issues in Higher Education", to be taken during the first year.
2. The successful completion of a regular HEG half-course selected by the student in consultation with the program coordinator. This course would normally be taken in the first semester of the second year.
3. The successful completion of a specially arranged practicum in which the student would carry out a research project or study on a topic of interest and concern to both the student and the institution. This would be done under the direction of a supervisor who would normally be a staff member in the student's institution and under the general supervision of the program coordinator.

The program began in January 1979 under the direction of program coordinator, Dr. John G. Dimond, and course instructor, Dr. Daniel W. Lang. A group of 11 individuals participated in the "Basic Issues" course. It is anticipated that most of these participants will complete the second and third portions of the program in 1979 and 1980. A second class of participants will begin the "Basic Issues" course in January 1980.

We list here the "founding " program participants and their institutional affiliations:

CAMPBELL, Dale (Mrs.)	Department of Educational Planning The Ontario Institute for Studies in Education
GILLIS, Duncan (Mr.)	Office of the Director The Ontario Institute for Studies in Education
GODDARD, F. Lillian (Ms.)	Office of the President Cambrian College of Applied Arts and Technology
MANTROP, Barbara (Ms.)	Office of the President St. Lawrence College of Applied Arts and Technology
MARR, Doreen (Mrs.)	Committee on Scientific Development Office Health Sciences Centre McMaster University
MOHAN, Donna (Mrs.)	College Administrative Services St. Lawrence College of Applied Arts and Technology
MORWALD, Emmi Ann (Miss)	Office of Research Services McMaster University
MUZZIN, Linda (Mrs.)	Office of the Assistant to the President (Special Projects, McMaster University
RAMSEY, Joyce (Mrs.)	Office of Director of Research Council of Ontario Universities
STAPLETON, Sydney (Mrs.)	Office of Dean of Arts Ryerson Polytechnical Institute
WILLIAMS, Joanna (Mrs.)	Appraisals Committee of Ontario Council on Graduate Studies Council of Ontario Universities

V.

RESEARCH AND DEVELOPMENT
(see Goal D, page 2)

The 1978/79 year has been an active one for the Research and Development Program of the HEG. Listed here are brief descriptions of the two major projects for this past year.

ANALYSIS OF STUDENT WITHDRAWAL STUDIES IN CANADIAN UNIVERSITIES

The objective of this pilot study was to identify and analyze unpublished withdrawal studies conducted at Canadian institutions in order to discover:

1. How many studies have been completed?
2. What research methods have been used?
3. What results have been obtained?
4. What are the implications of these results for
   a) further research
   b) university policies

Although the "drop-out" question has been frequently investigated in American institutions, little attention appears to have been directed to this problem in Canadian colleges and universities. This, of course, may be due to the fact that many institutional researchers refrain from publishing this type of research.

While the literature is slight in this respect, the subject of student withdrawals should be of administrative and economic concern to most Canadian universities.

The study was based on a survey which was sent to offices of institutional research in Canadian universities. Forty-nine of the 51 universities surveyed responded to the survey.

The report, written by Seymour Kanowitch (HEG student) and Professor Pascal, is available from the Higher Education Group office.

VI.

FIELD DEVELOPMENT
(see Goal E, page 2)

The following activities collectively describe the HEG efforts to apply knowledge to serve various needs in the post-secondary educational system in Ontario during this past year.

NEW REALITY GROUP

The phrase "New Reality" and its use in the context of Higher Education has been the vogue expression to characterize the current and projected situation of declining enrolments and shrinking resources in Ontario.

In order to discuss and/or redefine these and other issues, the HEG has coordinated a study group consisting of informed individuals from the Ontario system. This group began meeting last year and had several meetings during the 1978/79 academic year. The following individuals participated in the New Reality Group meetings:

- Dr. Arthur Bourns, President, McMaster University
- Professor Paul Cassano, Dean of Arts, University of Windsor
- Professor Bertrand Hansen, Higher Education Group, OISE
- Dr. Edward Harvey, Department of Sociology, University of Toronto and Department of Sociology in Education, OISE
- Dr. J. B. MacDonald, President, Addiction Research Foundation
- Dr. E. J. Monahan, Executive Director, Council of Ontario Universities
- Dr. Charles E. Pascal, Higher Education Group, OISE
- Mr. Norman Sisco, Former Chairman of Council of Regents for the Ontario Colleges of Applied Arts and Technology
- Professor Percy Smith, Department of Classics, University of Guelph
- Dr. Patricia Speight, Ontario Council of University Faculty Associations

THE COMMITTEE OF PRESIDENTS STUDY

While the Committee of Presidents of the Ontario Colleges of Applied Arts and Technology has been a valuable forum for the exchange of information, effective practice dictates the need for any organization to periodically review its goals, structure, and methods. The presidents have recently redefined their goals and are focusing on broader and longer range planning and activities.

The C.O.P. awarded OISE a contract to evaluate the effectiveness of the Committee's methods and structure vis-à-vis their goals. The project was carried out during the 1978/79 year and most of the final report's recommendations were accepted by the Committee of Presidents. The project was supervised by Andrew Effrat and Frank McIntyre of Graduate Studies and Professor Pascal. The project staff also included Carol Dimond (Research Officer), Neil Murphy (HEG student) and Anne-Marie Greenaway (secretary), with Gladys Kachkowski (HEG secretary) who typed the final report.

- Dr. Bruce Squires, Faculty of Medicine, University of Western Ontario
- Dr. J. R. Stevens, Assistant Vice-President, University of Guelph
- Mr. Benson Wilson, Assistant Deputy Minister, Ministry of Colleges and Universities
- Dr. W. C. Winegard, Chairman, Ontario Council on University Affairs

COMMITTEE OF PRESIDENTS STUDY: IMPLEMENTATION PHASE

The research phase of the Committee of Presidents' Study (briefly described on page 17 of this report) concluded in February 1979. Since then, the Committee of Presidents has asked members of the research team to consult with them with respect to implementing the recommendations which were suggested by the research. This activity will continue in 1979/80.

MANPOWER FLEXIBILITY SEMINAR

In the 1978/79 year, under the direction of the Director of OIS Dr. C. C. Pitt, and Assistant Director (Academic), Dr. John Mallea, an advisory committee began investigating the need for identifying constru and creative ways of dealing with the potential surplus of academic sta in Ontario universities which has been predicted. The HEG was actively involved in assisting the committee in surveying institutions with resp to existing policies and experience related to early retirement, reduc workload, transfer/retraining, exchange programs, and other options. In addition, the HEG has assisted in the planning of a seminar, to be held in the 1979/80 year, at which presidents of universities, one colleagu from each institution, and representatives from MCU, COU, and OCUA will discuss case studies based on manpower flexibility options.

The planning committee consists of the following individuals:

- Mrs. June Armstrong, OISE
- Dr. Lynn Davie, OISE
- Dr. John Mallea, OISE
- Dr. E. J. Monahan, COU
- Dr. Charles E. Pascal, OISE
- Dr. Patricia Speight, CAUT
- Ms. Christine Sylvester, Conference Secretary, OISE
- Dr. Alan Thomas, OISE
- Dr. W. C. Winegard, OCUA

INSTRUCTIONAL DEVELOPMENT IN ONTARIO UNIVERSITIES

Professor Pascal is currently on partial release time as Director of the Ontario Universities Program for Instructional Development (OUPID). As Director of OUPID, Professor Pascal works with the Teaching/Learning Committee of the Council of Ontario Universities in administering a grants program for the Ontario universities and OISE.

The overall purpose of these institutional grants is to improve teaching and learning in the universities, promote professional development and the like. Professor Pascal also administers the OUPID secretariat, which provides retrieval and dissemination of information services, consultation, and other activities for the Ontario university system. A separate annual report on OUPID is available through the HEG or the OUPID secretariat (130 St. George St., Suite 8039, Toronto).

CURRICULUM DEVELOPMENT IN THE UNIVERSITY

The HEG sponsored a seminar (six 3-hour sessions) on Curriculum Development for university teachers and administrators.

Two years ago, Higher Education Group colleagues, Byrne and Rothman, conducted a survey of university professors focussed upon two sets of questions:

1. How familiar were academics with the scholarly literature related to curriculum design, planning, changing and evaluation?
2. How frequently were academics engaged in curriculum design, planning, changing and evaluation?

The responses to the first set of questions were clearly indicative of a profound lack of knowledge concerning curriculum matters. The responses to the second set of questions showed that most of the academics surveyed were actively engaged in many of the curriculum functions. The interpretation of these results was that, with respect to curriculum, there existed a large performance-knowledge gap. Rothman and Byrne were not in a position to assert that such a gap led to poor designs or poor planning, but were inclined to feel that the organization and development of curriculum in Ontario universities, by ignoring the appropriate scholarly literature, left much to be desired.

In offering "Curriculum Development in the University" to academics, our intention was to provide the means by which a scholarly examination of issues related to curriculum can be accomplished. We believe strongly that the usefulness and effectiveness of new or changed curriculum depends upon closing the performance-knowledge gap. We also believe that curriculum is one of the major educational issues of the late 1970's. Decisions made now by universities regarding curriculum will have major consequences on the lives of many academics and students for years to come. It behooves us to know what we are doing with respect to curriculum and why we are doing it. One useful way to approach an understanding of "what" and "why" is offered in the 1978/79 seminar by getting a committed and interested group of academics together to share respective criticisms of the curriculum literature in higher education journals and books.

The seminar was especially intended for university teachers and administrators currently interested in curriculum change at the individual course level and/or the program or faculty level.

Topics/Format

Using a seminar approach and thorough background material, participants engaged in case study and problem-solving sessions and explored topics such as:

- purposes and functions of the university
- philosophies of curriculum
- approaches to curriculum design
- issues related to professional curriculum, interdisciplinary curriculum, etc.

The following colleagues participated in the seminar:

Prof. I. Bajnok, Faculty of Nursing
University of Western Ontario, London, Ontario

Bruce Flattery, Associate Professor of English
Member of the Department of English Curriculum Committee
York University, Downsview, Ontario

E. B. Challis, Associate Professor, Department of
Family and Community Medicine, University of Toronto, Toronto, Ontario

Maria-Elena de Valdes, University of Toronto
Toronto, Ontario

Robert MacDonald, Chairman of Curriculum Development Committee
Faculty of Arts, Carleton University, Ottawa, Ontario

Carmen C. McMullen, Associate Dean of Science (Studies)
McMaster University, Hamilton, Ontario

Dr, Gerard R. Hebert, Professor, Physics
York University, Downsview, Ontario

Mrs. Janet Lewis, Associate Professor of English
York University, Downsview, Ontario

Robert F. Dyer, Ph.D., Professor, Department of Anatomy, Medical Centre
Louisiana State University, New Orleans, Louisiana

Alex Murray, Professor, Environmental Studies
York University, Downsview, Ontario

George Roseme, Professor and Assistant Chairman
Carleton University, Department of Political Science, Ottawa, Ontario

Alan C. Coman, Professor, Faculty of Education
University of Toronto, Toronto, Ontario

Barbara M. Edwardson, Associate Professor
University of Western Ontario, London, Ontario

Professor Robert G. Billinghurst, University of Windsor
Assistant Dean, Faculty of Engineering, Windsor, Ontario

C. F. J. Whebell, Chairman, Geography Department
University of Western Ontario, London, Ontario

Dr. G. A. B. Moore, Director, Office for Educational Practice
Guelph, University, Guelph, Ontario

Professor Hugh R. Whiteley, School of Engineering,
Guelph University, Guelph, Ontario

Peter M. Wright, Professor (Chairman, Faculty Undergraduate Studies
Committee), Department of Civil Engineering, University of Toronto, Toronto, Ont.

PROFESSIONAL DEVELOPMENT PROGRAM FOR COLLEGE STAFF

Professor Pascal was invited to participate in several planning meetings to assist in developing various options related to the inservice professional development for CAAT teachers and administrators.

WORKSHOPS AND SEMINARS

PROFESSOR HANSEN produced the following reports as part of his consulting work:

Ryerson—Recommendations on Salaries and Salary Structure for the Executive Group, Ryerson Polytechnical Institute, 9 January 1978 (Confidential).

UCBC—Report of a Survey of Information Systems and Information Needs for Expression and Evaluation of Funding Requirements of British Columbia Universities. January 31, 1978.

Budgetary Planning Models for Financing British Columbia Universities 1978-79 and Subsequent Years. May 12, 1978.

Supplementary Information to Budgetary Planning Models for Financing British Columbia Universities 1978-79 and Subsequent Years. May 30, 1978 (Confidential).

Commission on Declining Enrolments in Ontario—Development of a simulation model for analysis of teacher education supply and demand. September 1977-present.

The Future for Teacher Education in Ontario—Simulation Experiments to Examine the Impact of Environmental Factors and Policy Decisions on Ontario Teacher Education Institutions 1978-2002. September 1978.

Report of a study of Wilfrid Laurier University's Administrative Structure, Phase I, November 1978, and Phase II February 1979.

Analysis of Universities Council of British Columbia Report of the Task Force on Provincial Grant Allocation, March 1979.

A Technical Analysis of Ryerson Polytechnical Institute's Operating Finance Requirements, June 1979.

PROFESSOR HARRIS made the following presentations:

History of Higher Education Seminar, University of Western Ontario, March 1978.

"Insulin and the University of Toronto: A Perspective", public lecture at the University of Toronto on Charles H. Best Memorial Day, October 18, 1978.

"Institutional History vs. Intellectual History: The basic problem of the university historian," paper presented to the American Association for the Study of Higher Education, Washington, D.C., April 19, 1979.

PROFESSOR PASCAL, in addition to many short term consultations in colleges and universities, conducted the following workshops and seminars on topics related to higher education:

"New Challenges for College Administrators." Invited address, Annual Meeting. Deans of Applied Arts of CAATs, Sarnia, Ontario. June 1978.

"Staff Development for the 1980's." Chairman for Working Group, International Conference on Higher Education, Lancaster, England. August, 1978.

"Manpower Flexibility Options." Panel presentation. Ryerson Polytechnical Institute. February, 1979.

"Critical Higher Educational Issues in the 1980's." Invited address. Sir Sandford Fleming College. February, 1979.

"Instructional Development in Ontario Universities." Invited talk to students representing Ontario Universities. McMaster University. March, 1979.

Two workshops on Teaching and Learning: Evaluation and Characteristics of Effective Instruction. Brock University. March, 1979.

"Organizational Concerns to Note." Invited address, Annual Meeting. Committee of Registrars and Admissions Offices of Ontario Colleges. April, 1979.

"Research Needs of Ontario Community Colleges." OCLEA Workshop. April, 1979.

"Types of Evaluation." OCLEA Workshop for post-secondary administrators. April, 1979.

VII.

SPECIAL EVENTS
(see Goal F, page 3)

HIGHER EDUCATION GROUP COLLOQUIUM SERIES: "IDEAS OF THE UNIVERSITY"

The Higher Education Group sponsored a major colloquium series this year. Average attendance at the sessions was 70, including many non-OISE people from colleges, universities, and government (e.g., Ministry of Colleges and Universities). The following distinguished individuals presented lectures during the 1978/79 year.

Speaker	Title	Discussant
Dean Glen W. Bowersock Associate Dean Faculty of Arts and Sciences, Harvard University	*Another Try at Liberal Education*	Dr. Bernard Etkin, Dean Faculty of Applied Science and Engineering, University of Toronto
Dr. James Colvin President, Fanshawe College of Applied Arts and Technology	*Colleges and Universities: The Odd Couple*	Professor D. F. Forster President University of Guelph
Rabbi W. Gunther Plaut Senior Scholar Holy Blossom Temple	*University and Society*	Dr. J. Gordon Parr Deputy Minister Ministry of Colleges & Universities
Mr. A. K. Adlington Vice-President (Admin. and Finance), University of Western Ontario (and former corporate executive)	*The Business of Universities and the University as a Business*	Dr. Daniel Lang Editor, Canadian Journal of Higher Education University of Toronto
Mr. Alan Marchment President and Chief Executive Officer Guaranty Trust Company of Canada	*What are Universities Good For, Anyway...?*	Mr. Walter Pitman President, Ryerson Polytechnical Institute

Dr. W. C. Winegard Chairman Ontario Council on University Affairs	*Ideas of the University and the New Reality: Creativity or Compromise*	Professor Percy Smith Chairman, Long Range Planning Committee, Council of Ontario Universities and Professor Paul Cassano Dean of Arts University of Windsor

Most of the background and organizational work for this program was done by two HEG students, Janet Scarfe and David Ayre, Mrs. Jean Craig of the OISE Conference Office, and Professor Pascal. A written summary of the series is being prepared and will be published by the Institute in the Fall of 1979.

Next year's series will focus on the college system ("The Year of the C.A.A.T.").

VISITORS

During the 1978/79 year, the Higher Education Group acted as host to visitors from Canada, the United States, Europe, Australia, Japan, Israel, the Bahamas, India and elsewhere.

In addition, this second year at OISE has been a most interesting one with respect to the interest expressed by scholars in other countries and other parts of Canada in becoming visiting professors in the HEG in future years. The HEG received seven such requests during the 1978/79 year.

VIII.

PUBLICATIONS
(see Goal F, page 3)

The following publications are those of the permanent Higher Education Group academic staff during the 1978-79 academic year:

HARRIS, Robin S.

with Gwendoline Pilkington, "Curriculum Trends in Canadian English Language Institutions Since 1960," The Curriculum in Canada in Historical Perspective, Sixth Yearbook, Canadian Society for the Study of Education, 1979, 111-121.

"The Universities of Canada," Commonwealth Universities Yearbook, 1979, Vol. 2, 809-822 (revision of article which initially appeared in 1973-74 edition).

with Hugh Smith et al. "Select Bibliography of Higher Education in Canada", in Canadian Journal of Higher Education, VIII, 3 (1978), 77-86.

PASCAL, Charles E.

"Educational Development in the 1980's: Meaningful Survival or Tenure on the Titanic", invited chapter for Staff Development for the 1980's. Sharpham and Rhodes Kellog Foundation, 1979.

"The New Reality of Higher Education: The Agony and Ecstasy of Educational Development." Journal of Association of Canadian Community Colleges, Vol. 2, no. 3, pp. 77-95, December 1978.

"The Politics of Evaluating Teaching." (with E. Davey). The Canadian Journal of Higher Education, Vol. IX, 1979.

"Pseudo-Innovations in College and University Teaching." Invited paper for Ontario Psychologist, Spring 1978.

"Student Withdrawals from Canadian Universities: A Study of Studies." (with S. Kanowitch). The Ontario Institute for Studies in Education, June 1979.

"The University Teacher and Student Skills." Invited chapter for Study Courses and Counselling: Problems and Possibilities. England: Society for Research in Higher Education, 1979.

IX.

CONCLUSIONS

(A)
The 1978/79 Year: Accomplishments and Problems

During the 1978/79 year, the Higher Education Group continued to generate activity which is providing it and the Institute with a visible presence in post-secondary education in Ontario and Canada:

- The Group is attracting extremely qualified applicants to its graduate programs.

- The Committee of Presidents research project provided the Group with recognition and credibility in the CAAT system and has resulted in continued work.

- The chairman's work with the Ontario Universities Program for Instructional Development provided the Group with continued visibility in the university sector.

- The Higher Education Colloquium ("Ideas of the University") was considered by many people to be one of the few fora in which constructive dialogue concerning critical issues took place.

- The Curriculum Development Seminar for university teachers and administrators was considered a well-timed and well-conducted professional development experience.

- The Higher Education Certificate Program has had a very successful first year and has given the Group and the Institute a presence in the high level "civil service" of the colleges and universities in Ontario.

The moderate success of the HEG is partially based on "timing"; that i.. the post-secondary system requires, at this time, a relatively neutral catalyst and R&D efforts designed to provide an information base related to the problems which pose difficulties for post-secondary education in Ontario and Canada. In addition, each of the Group's activities involves, at the outset, advisor/planners from the activity's intended client group. In essence, this "partnership planning" appears to increase the likelihood that each activity will have relevant and reasonable objectives and appropriate design. For example, when the Committee of Presidents awarded the Institute a contract, the COP was asked to nominate a three-president advisory group to work with the research team. It should be added that several activities did not take place because representatives of the client-group provided compelling reasons for not pursuing projects.

In addition, most of the Group's projects have an evaluation component built in at the outset. For example, the Colloquium Series had two major objectives. The primary objective was to promote constructive dialogue on problems facing the universities. A secondary objective was to bring people together from different parts of the system. Evaluating the achievement of the latter objective is easy enough. The number of people from various parts of the system was recorded at each session. The former objective was evaluated by nominating a group of individuals from the system to take notes concerning various aspects of each session. The chairman of the Group interviewed each evaluator at the conclusion of the series.

Finally, the design and planning for all of the HEG activities is informed by the OISE ideal of integrating, wherever possible, the three major functions of the Institute: Graduate Studies, Research and Development, and Field Development. The Committee of Presidents project, which began as an R&D contract, has moved into the implementation stage (Field Development). And, of course, the residual effects of this work on the graduate studies program are quite noticeable: several highly qualified college administrators and teachers have applied to the graduate program as a direct result of the COP project; several HEG courses have benefited from guest seminars given by senior administrators from the colleges and the Ministry. In addition, the visibility and credibility (i.e., the project has been given high ratings by the COP) has resulted in further R&D and Field Development opportunities for the Group and the Institute.

In all, the Group's success in achieving objectives directly related to its goals has been impressive in 1978/79, especially in view of the fact that faculty complement remained at 1.46. But while all of this appears to be excellent news, the HEG, and more importantly, the Institute, must face up to some serious difficulties with respect to post-secondary education (a specifically designated OISE priority for growth) and the Group.

To begin with, the formulae upon which all complement and budget decisions are made (e.g., support staff, internal small-scale R&D, extramural stipends) simply do not work with a unit which is both small and new. The strict application of these formulae, without an overall understanding of the following points has unfortunate consequences:

a) the demonstrated potential of the Group,

b) the need for the Institute to place its resources where there will be a maximum impact,

c) the importance of "timing" (i.e., doing "b" above, quickly),

d) the 1.46 faculty, in accomplishing the tasks of the past two years, have been terribly over-extended,

e) the dependence on ad hoc financial arrangements provided by the Director has been responsible, in part, for the success of the COP project, the Colloquium Series, the Curriculum Development Seminar and other activities, and most importantly, the presence of an Administrative Officer for the 1979/80 year. The Institute leadership has clearly recognized the points raised above, but ad hoc support must be replaced by permanent support for a full-time administrative officer, for example. With respect to other ad hoc activities, the Group is confident that if discretionary funds continue to be part of the Director's Office (and the Group supports a larger pool than has been the case) it will fare well in obtaining support for projects requiring small amounts of seed money.

There have been indications that Institute decision makers do recognize the HEG dilemma. For example, the Graduate Studies Budget Committee has recognized that given:

a) the enrolment and course registration increases;
b) the 1.46 permanent faculty complement;
c) the need for that complement to attempt to establish R&D and Field Development presence as well as conducting courses and supervising theses;
d) the high quality of extramural instructors who teach for the Group;

the Group should be treated somewhat differently. For some decisions, the G.S.B.C. has treated the Group as equivalent to a complement of 3.0 and, in addition, has been awarded what appears to be (to some observers), a disproportionate number of stipends. The problem is, of course, that course registrations accommodated by extramural instructors are severely discounted in the formula (i.e., what one hand giveth...).

Finally, it must be understood that new programs might be viewed as costly with respect to a rigorous cost-benefits analysis and this is true enough. Several of the year's most successful activities, from the standpoint of evaluation provided by the client-groups, which have provided visibility and credibility, and importantly, have laid the groundwork for further (and more cost-beneficial) activity, did not generate a great deal of revenue for the Institute.

The foregoing is intended to portray the difficult "chicken-egg" position which the HEG faces: while the Group has demonstrated potential, the formulae simply do not "detect" the qualitative indicators with respect to the likely consequences of greater intestment in the Group. Without a critical mass of staff, sufficient to compete successfully with the current budget and complement decisions in the Institute, the Group's growth will increase, but at a rate which is incredibly slow (e.g., for the year 1979/80, a complement of 2.0 has been approved). In the meantime, the R&D, F.D., and Graduate Studies opportunities which the Institute misses will be unfortunate. For example, progress on the following activities scheduled for 1978/79 was impeded because of lack of human resources:

1) Inventory of OISE Resources for the CAATs
   Begun in 1977/78, this inventory is going to document human and non-human Institute resources for CAATs' use (e.g., institutional research, professional development...)

2) "Current Issues in Canadian Higher Education"
   There is a need for an "umbrella" publication to publish policy papers and speeches written by researchers, institutional leaders, and policy advisors. All of the "ground work" has been done (i.e., the advisory group chosen from across Canada has given the project strong support)

3) Professional Development Program for CAAT Teachers and Administrators
   The HEG has been invited to work with the college system in developing a new program for the system. Participation has been limited due to lack of HEG personnel.

4) R&D Policy Research for Ministry
   The Chairman of the HEG has met with the Minister to discuss possible R&D projects. Her response was very supportive but "follow through" has been limited due to lack of HEG personnel.

5) Canada-Wide Advisory Committee on Research and Development
   Although this group is intended as an advisory group to the Higher Education Group on Research and Development, it is, in fact, intended to be a seminar which will be attended by key Canadian researchers and users of research (e.g., policy makers). Those invited to participate have been extremely pleased and hopeful about the concept and look forward to its inception. Limited resources have postponed the initiation of this extremely important activity.

(B)
The Year(s) Ahead

The preceding discussion is based on several premises:

1) that ideally, decisions concerning resource allocation within the Institute should be directly informed by Institute goals and priorities and qualitative and quantitative indicators which portray the likely consequences of making various decisions

2) that while all budget units (including the HEG) act in a self-protective manner in claiming "importance" and "relevance", the Institute must do all it can to be flexible and adaptive in spite of our structure.

3) Marginal changes and the extraordinary energy which goes into this process should be replaced by some moderate changes in complement which the various academic units can expect to live with for a minimum of three years.

4) Intra-Institute transfer is seen as a positive device with respect to new opportunities for individuals and departments.

With this report serving as a lengthy preamble, *the HEG believes that it has demonstrated that, for an additional and modest investment, the Institute would achieve a meaningful post-secondary educational presence in Ontario and Canada. Specfically, the HEG and more importantly, the Institute, could accomplish this with a total faculty complement of 4.00, with a full-time A.O. and appropriate support staff.*

It is felt that the case for this modest resource goal has been made and the consequences for the Institute in providing this type of support are obvious. The consequences of not adapting to this particular Institute priority are equally obvious and compelling. The challenge for all post-secondary institutions, including OISE, is to deal meaningfully with the difficult present and future fiscal realities and depends on each institution's ability to rationalize its role within the total system and to adapt accordingly. The Institute has special reasons, both educational and political, to be seen to adapting deliberately, effectively, and rather quickly. OISE's size and single-purpose (i.e., education) institutional nature ought to be put to advantage in meeting this challenge.

AN-266

MANPOWER FLEXIBILITY SEMINAR

November 1, 1979

Board Room, O.I.S.E.

9:00 - 9:30 a.m.	Coffee
9:30 - 9:45 a.m.	Welcome, Background Introductions, Overview
9:45 - 11:15 a.m.	Early Retirement Chair: Dr. W.C. Winegard Case Study: Mr. W.F. Trimble, University of Western Ontario Discussion
11:15 - 11:30 a.m.	Coffee
11:30 - 1:00 p.m.	Reduced Workload Chair: Dr. E.J. Monahan Case Study: Dr. David J. Brown, Carleton University Discussion
1:00 - 2:00 p.m.	Lunch
2:00 - 3:30 p.m.	Retraining/Transfer Chair: Dr. David Inman Position Paper on Retraining: Ms. Janet Scarfe, OISE Case Study: Mrs. Lou Lewis, Ryerson Polytechnical Institute
3:30 - 3:45 p.m.	Coffee
3:45 - 5:15 p.m.	Other Options Chair: Professor D.F. Forster Case Study: Dr. Howard C. Clark, Guelph University--Shared Appointments Discussion: Other options (e.g. Exchange Programs)
5:15 - 6:00 p.m.	Reception
6:00 - 8:30 p.m.	Dinner Chair: Dr. John Mallea Discussion: "Where do we go from here?"

AN-267

MANPOWER FLEXIBILITY SEMINAR

Thursday, November 1, 1979

List of Participants

Brock University	- Dr. Alan J. Earp President
	- Professor G.E. Dirks Chairman, Department of Politics President, Faculty Association
Carleton University	- Dr. W.E. Beckel President
	- Dr. David J. Brown Assistant Vice-President (Academic)
	- Professor Muni Frumhartz President, Academic Staff Association
University of Guelph	- Professor D.F. Forster President
	- Dr. Howard C. Clark Vice-President (Academic)
	- Professor D.W. Stanley President, Faculty Association
Laurentian University	- Dr. Walter Schwager Dean of Social Sciences
	- Dr. Richard Schell Faculty Association
McMaster University	- Dr. Leslie J. King Vice-President (Academic)
	- Dr. M.W. Kristofferson President, Faculty Association
Ontario Institute for Studies in Education	- Dr. Lynn Davie Assistant Coordinator, Graduate Studies
	- Dr. Les McLean Chairperson, Faculty Association
	- Dr. John Mallea Assistant Director (Academic)
	- Dr. Charles Pascal Chairman, Higher Education Group
	- Dr. Clifford Pitt Director

Université d' Ottawa - Mr. P. Lacombe
Assistant Vice-Rector, Staff Relations
- Dr. John Thorp
Department of Philosophy

Queen's University - Dr. R.L. Watts
Principal
- Professor Peter Hennessy
President, Faculty Association

Ryerson Polytechnical Institute - Mr. Walter Pitman
President
- Mr. Terry Byram
Department of Social Sciences
- Mrs. Lou Lewis
Centre for Instructional Development

University of Toronto - Professor W.G. Saywell
Vice-Provost
- Professor Michael Finlayson
President, Faculty Association

Trent University - Professor R.D. Chambers
Vice-President
- Professor David Kettler
Chairman, Association of the Teaching Staff

University of Waterloo - Dr. B.C. Matthews
President
- Professor R.N. Dubey
Department of Mechanical Engineering

University of Western Ontario - Dr. B.J. Shapiro
Vice-President (Academic)
- Dr. Susan Pepper
Assistant Dean, Faculty of Social Sciences
- Mr. W.P. Trimble
Director, Personnel Department

Wilfrid Laurier University - Dr. Neale H. Tayler
President
- Dr. James Harkins
Chairman, History Department
(Former President, Faculty Association)

University of Windsor	- Dr. John W. McAuliffe Vice-President (Academic)
	- Mr. John M. Lynch Assistant Vice-President, Staff Relations
York University	- Mr. Sheldon Levy Employee and Student Relations
	- Professor Allan Stauffer Chairman, Faculty Association
Ministry of Colleges and Universities	- Mr. Benson Wilson Assistant Deputy Minister, University Affairs
	- Mr. Peter Wright University Affairs Officer
C.O.U.	- Dr. E.J. Monahan Executive Director
	- Mr. Edward DesRosiers Director of Research
O.C.U.A.	- Dr. W.C. Winegard Chairman
O.C.U.F.A.	- Dr. David Inman Chairman
	- Dr. Patricia Speight

Observers

O.C.U.F.A.	- Dr. Helen Breslauer Senior Research Officer
	- Dr. Patrick Wesley Executive Director
	- Ms. Linda Woodcock Relations with Government Officer

AN-270

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

CRITICAL ISSUES SEMINAR

April 17, 1980

AGENDA

9:00 a.m. - 9:30 a.m.	Coffee Reception in the OISE Boardroom, 12th Floor
9:30 a.m. - 9:45 a.m.	Introductions and Welcome --*Clifford C. Pitt* *Director, OISE*
9:45 a.m. - 10:00 a.m.	Introductory Comments --*The Hon. Bette Stephenson, M.D.* *Minister of Colleges and Universities*
10:00 a.m. - 12:15 p.m.	"Academic Freedom and Institutional Autonomy" Chair: *Mrs. Marnie Paikin* *Chairman, Governing Council* *University of Toronto* Paper Presentation: *Professor Percy Smith* *University of Guelph* Discussion
12:15 p.m. - 2:00 p.m.	LUNCH at OISE
2:00 p.m. - 4:00 p.m.	"A View From the Outside: Some Comments on System-Wide Decision Making" Chair: *Dr. Ronald L. Watts* *Principal, Queen's University* Paper Presentation: *Dr. Robert Berdahl* *Chairman, Dept. of Higher Education* *State University of New York (Buffalo)* Discussion

* * * * *

AN-271

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

CRITICAL ISSUES SEMINAR

April 17, 1980

PARTICIPANTS LIST AS OF APRIL 16, 1980

George Bell
Vice President
York University

Robert Berdahl
Chairman
Department of Higher Education
University of New York (Buffalo)

Arthur Bourns
President
McMaster University

Garry Clarke
Director of Institutional Research
Laurentian University

G. Grant Clarke
Deputy to the Executive Director
Council of Ontario Universities

George Connell
President
University of Western Ontario

E. K. DesRosiers
Director of Research
Council of Ontario Universities

Harry K. Fisher
Deputy Minister
MOE/MCU

D. F. Forster
President
University of Guelph

William Found
Vice President
York University

A. Gifford
Vice President-Designate
Ryerson Polytechnical Institute

H. C. Graham
Board Chairman
Ryerson Polytechnical Institute

George Harrower
President
Lakehead University

John Mallea
Assistant Director (Academic)
OISE

B. C. Matthews
President
University of Waterloo

R. McIntosh
Board Chairman
Wilfrid Laurier University

E. J. Monahan
Executive Director
Council of Ontario Universities

Marnie Paiken
Chairman, Governing Council
University of Toronto

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Critical Issues Seminar - April 17, 1980
Participants List

D. A. Penny
Executive Director
Planning and Policy Analysis
MOE/MCU

Clifford C. Pitt
Director
OISE

N. M. Rogers
Board Chairman
Queen's University

Sarah J. Shorten
President
OCUFA

Percy Smith
Professor
University of Guelph

Neale H. Taylor
President
Wilfrid Laurier University

Donald Theall
President
Trent University

Ronald Watts
Principal
Queen's University

Benson Wilson
Assistant Deputy Minister
Ministry of Colleges and Universities

W. C. Winegard
Chairman
Ontario Council on University Affairs

D. M. Woods
Board Chairman
Trent University

OBSERVERS

Helen Breslauer
Senior Research Officer
OCUFA

Marni de Pencier
Instructor
Higher Education Group
OISE

Bertrand Hansen
Associate Professor
Higher Education Group
OISE

Charles E. Pascal
Professor and Chairman
Higher Education Group
OISE

Richard Townsend
Associate Professor
Educational Administration
and Higher Education Group
OISE

George Tracz
Associate Professor
Educational Planning and
Higher Education Group
OISE

Cicely Watson
Professor
Higher Education Group and
Educational Planning
OISE

BROCHURES

and

PAMPHLETS

(not included)

"Curriculum Development in the University" (Mary - June, 1980)

"Certificate Program in Higher Education" (June 1979)

"Higher Education Colloquium (1979-80) -- 'The Year of the C.A.A.T.'

Higher Education Colloquium 78-79 -- 'Ideas of the University'

AN-274

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
HIGHER EDUCATION GROUP

MEMO

TO: DIRECTOR'S ADVISORY COMMITTEE ON FACULTY COMPLEMENT

FROM: CHARLES E. PASCAL

DATE: NOVEMBER 6TH, 1979

SUBJECT: HEG COMPLEMENT REQUEST FOR 1979/80 AND BEYOND......

I have attached our draft Annual Report (attachment "A") and a few additional items, which I believe provide the complete case. In this covering memo, I will, therefore, summarize the major assumptions and points which support our complement request.

1. The Higher Education Group has already provided the Institute with a visible and credible presence in post-secondary education in Ontario and Canada.

2. The formulae do not come close to reflecting both impact and demand.

   On impact: this past week, HEG-related activities included:

   a) Manpower Flexibility Seminar (University Sector) (please see attachment "B").

   b) Colloquium on CAAT's (please see attachment "C").

      The November 5th event was attended by 13 presidents, the Assistant Deputy Minister (colleges), representatives from the Council of Regents and fifty additional people from the system.

      This Colloquium is both a public event for the system and a professional development forum for the college presidents (i.e., they have eliminated their monthly seminar and have substituted this forum. This was done in co-operation with the Committee Presidents).

   c) Secretariat Work for the Committee of Presidents

      The HEG Chairman has continued to provide support and guidance to the Committee of Presidents of the Colleges. This activity by itself deserves a complement of 1.00 in terms of impact and demand (i.e. we could be doing more, but time only permits about .10). This institute activity has direct effects on the entire college system. (Please see attachment 'D")

d) Three additional requests for speeches, seminars in the system for which we do not receive credit (please see attachment 'E"). We turned down many requests last year and will have to do so next year.

3. Research and Development

Demand/potential is high. We will shortly receive a contract from Humber College. Other projects are needed and proposals have been requested (e.g. from Dr. Stephenson).

4. Graduate Studies

Graduate Studies has been extremely understanding in awarding us an extra-formula allotment of stipends because our student numbers cannot be accomodated by a 1.46 to 1.75 complement, but the formula severely discounts those registrations accomodated by extramural instructors (what one hand giveth......).

In terms of students progressing through HEG programs, we have gone from 20 (pre-OISE) in 1976/77, to the expected 1979/80 level of 50. Course registrations have risen from 21 (1976/77) to the 1979/80 level of about 125.

And how can we provide decent thesis supervision and counselling with our current complement?

5. If there are to be over-complemented units next year (according to formula), is it best to have the excess complement placed in units which have shown a consistent steady state or decline or is it best to grant extra-formula complement to units which have indicated growth potential? If you agree that the latter risk is a better one for the Institute, then one has to decide where extra-formula complement will have the greatest impact among the growth departments.

The HEG has done fairly well in the complement process in percentage gain terms, but at the present rate of marginal increases it will take four more years (and many missed opportunities for the Institute) to achieve the amount of complement appropriate to the real need.

6. While all budget units (including the HEG) act in a self-protective manner in claiming "importance" and "relevance", the Institute must do all it can to be flexible and adaptive inspite of our structure.

..../3

7. Marginal changes and the extraordinary energy, which goes into this process whould be replaced by some moderate changes in complement which the various academic units can expect to live with for a minimum of three years.

8. Intra-Institute transfer is seen as a positive device, with respect to new opportunities for individuals and departments.

9. The HEG development is an institute priority (see page 13, 1.4 of the OISE Priorities 1980/81).

With these points in mind and the attached materials (I do hope you will take sometime to read this information) we believe that HEG has demonstrated that for an additional and modest investment, the institute would achieve the most meaningful post-secondary educational presence in Ontario and Canada. Specifically, the HEG and OISE could accomplish this with a total faculty complement of 4.5.

Final Comment:

It is felt that the case for this modest resource goal has been made and the consequences for the institute in providing this type of support are obvious. The consequences of not adapting to this particular Institute priority are equally obvious and compelling. The challenge for all post-secondary institutions, including OISE, is to deal meaningfully with the difficult present and future fiscal realities and depends on each institution's ability to rationalize its role within the total system and to adapt accordingly. The institute has special reasons, both educational and political, to be seen to adapting deliberately, effectively and rather quickly. OISE's size and single-purpose (i.e. education) institutional nature ought to be put to advantage in meeting this challenge.

The HEG case study is, in our opinion, an excellent measure of the Institute's ability to adapt. What is at stake here is far more than the self-interests of a few individuals.

/s.

Att.

AN-277

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

RECENT COLLEGE-RELATED ACTIVITY

..... Charles E. Pascal

- Acted as consultant/advisor to Committee of Presidents to provide recommendations concerning goals, decision-making, structure and in so doing, interviewed over 100 colleagues in the college system.
- Chaired two meetings of Committee of Presidents to discuss proposals related to goals, structure, and decision-making.
- Led Committee of Presidents through a half day session on setting objectives and strategies for college system.
- Presented to and discussed with Executive Committee of C.O.P., a detailed list of issue-oriented objectives, strategies, and potential obstacles.
- Presented to two Boards (Centennial and Fanshawe) proposals for the ACAATO/COP secretariat for Board approval.
- Developed for Humber College a project dealing with needs assessment of potential students in one of its target jurisdictions.
- Asked to work with an Ontario College Board in leading a workshop dealing with the "role of the Board" and goal-setting for the college.
- Developed a project to document various long and short term planning procedures in the college system.
- Spent one week (at the invitation of the President) in one college studying management procedures.
- Acted as the resource person for a one day workshop/seminar on Program Evaluation for department chairmen (N=40) at George Brown College.
- Acted as the resource person for a half day workshop/seminar on Program Evaluation for department chairmen at Centennial.

- Planned, coordinated and hosted a week long workshop for college teachers from Sweden and Canada on "The Adult Learner and Post-Secondary Education".

- George Brown College presentation, "Key Issues Facing the Colleges in the 1980's".

- ACAATO Conference panelist 'The Colleges in the 1980's".

- Spoke to/consulted with the following groups with regard to their role in system, decision-making approach, etc:
  - Senior Academic Officers
  - Heads of Health Sciences
  - Continuing Education Officers
  - Heads of Applied Arts
  - Committee of Registrars and Admissions Officers

- Planned (with the input from 40 colleagues in the colleges, boards, government, Council of Regents...), coordinated, and hosted six colloquia on some key issues facing the colleges (regular participation of board members, presidents, government people).

- Ongoing discussions with key Ministry people (Minister, Deputy, etc.) on the colleges and related issues.

- Engaged in preparation of a plan for a professional development program for college teachers and administrators at request of C.O.P.

- Asked to advise task force at George Brown on their staff development program.

- Asked by Government-hired consulting firm developing attrition instrument to provide information on analysis of attrition approaches.

- Developed and taught courses on "The Community College" for college teachers and administrators.

AN-279

RECENT COLLEGE-RELATED ACTIVITY (Charles E. Pascal)

- Consulted with Toronto Institute of Medical Technology on program development.

- Asked by non-Ontario college to lead a team evaluating the college's entire operations.

Gave the following presentations:

- "New Challenges for College Administrators." Invited address, Annual Meeting. Deans of Applied Arts of CAATs.
- "Staff Development for the 1980's." Chairman for Working Group, International Conference on post-secondary education, Lancaster, England.
- "Manpower Flexibility Options in Post-Secondary Education". Panel presentation at Ryerson Polytechnical Institute.
- "Critical Higher Educational Issues in the 1980's." Invited address. Sir Sandford Fleming College.
- "Research Needs of Ontario Community Colleges." OCLEA Workshop.
- "Types of Evaluation." OCLEA Workshop for post-secondary administrators.
- "Student Services as Instructional Development". Invited address, Canadian Association of College and University Student Services.
- "Professional Development and the New Reality". Keynote address, International Institute on the Community College, Lambton College of Applied Arts and Technology, Sarnia, Ont.
- "Post-secondary Education in the 1980's." Invited address (followed by extensive discussions), The President's Colloquium for Secondary School Principals, Mohawk College.

CEP:gk
Jan. 30/80

REPORT

of the

COORDINATOR OF FIELD DEVELOPMENT

THE FIELD DEVELOPMENT UNIT

Mark Holmes

A Brief History

OISE first developed the field centre idea in 1969 when three centres were established:Niagara (in St. Catharines), Trent Valley (in Peterborough), and Western Ontario (in London). Other centres were added in succeeding years--in 1970: Northwestern (in Thunder Bay), Midnorthern (in Sudbury); in 1971: Midwestern (in Kitchener), Ottawa Valley (in Ottawa); in 1972: Northeastern (in North Bay); in 1975: Central Ontario (in Toronto); in 1977: a sub-centre of the Northeastern Centre (in Timmins). Declining resources have forced the recommendation that the Timmins sub-centre be closed effective July 1, 1980.

It can be seen that by 1975 the Institute had nine field centres corresponding with the Ontario Ministry of Education's own nine Ministry offices. In general, the situation of the centres in their regions has proved appropriate, although the Ministry has since changed its own regions making the original rationale for our regions inapplicable. As is perhaps inevitable in a province the size of Ontario, there have been problems in delivering services to some parts of the province, given a maximum faculty of eighteen, and research support staff of perhaps six. Some of the gaps in service are by choice. For example, the Bruce County Board of Education has displayed reluctance to use OISE services. Several others have been willing to accept services if pressed, but obviously have not considered them to be a high priority. Given OISE's comparitively small resources, and the large demand, those boards that demonstrate little interest tend to receive little service.

Other gaps have been more troublesome. In geographical terms, the far north (Timmins, Kapuskasing, New Liskeard, Kirkland Lake) was for several years almost virgin territory. A few graduate courses were offered in Timmins and a teacher centre was set up experimentally in the same city. In retrospect, that was an ill-advised venture. A teacher centre in Timmins certainly could not and did not serve communities hundreds of miles away. Moreover, Timmins itself was probably not the most propitious spot to try a Canadian version of the British idea. In any case, the experiment was abandoned and subsequently a sub-centre was opened. The sub-centre proved highly successful but financial circumstances mean, at the time of writing, its probable closure. However, patterns of service to the region have been developed, and we are optimistic that they will continue even when the sub-centre is closed.

Other problem areas have been: Simcoe County north of Toronto, a part of the Central Ontario region with little in common with urban suburban Toronto--and there is only one faculty member to serve this densely populated region; the Haldimand-Norfolk-Brant region of western Ontario; Sault Ste. Marie--whose traditional rivalry with Sudbury has made service from that centre difficult, although recently those problems have been alleviated; and Metro Toronto itself--a densely populated area with large educational bureaucracies that have used Institute services but have been less amenable to the kinds of approaches used by field centres in other regions.

Nevertheless, that small list of problems (and one might reasonably question whether the Metro Toronto situation is problematic, given the system's use of OISE services) helps to emphasize the degree to which the Institute, through the field centres, has managed to reach nearly all corners of the province. There are very few boards in the province that are untouched by OISE programs, and the majority are closely involved with major projects.

If the withdrawal from Timmins is merely a consolidation, then service to virtually all of the province will continue. If, however, the Timmins reduction proves to be a forerunner of systematic reductions, then the unit and the Institute will be confronted with important and major decisions. It will not be possible to fulfil the present functions satisfactorily with a staff below fifteen or sixteen faculty.

The current responsibilities of the field centres are:

1. to help educators and administrators develop and control innovative and improved programs in education;

2. to provide assistance to local educational agencies in conducting practical research; that is, research designed to provide information required for decision making;

3. to serve as a link between education systems in the province and the graduate studies and research development functions of the Institute;

4. in sum, to increase the effectiveness of instruction for learners.

In practice, all field centres emphasize field development work, several also provide quite complete sets of off-campus programs, and others are quite heavily involved in contractual work in research and development.

In recent years, the Field Development unit has accepted responsibility for two internal Institute centres--the Centre for Franco-Ontarian Studies) established as a section in 1971) and the Learning Materials Development and Implementation Centre (established in 1979). These two centres complement the activities of the field centres in important ways. The Franco-Ontarian Centre is intended to serve specifically the educational needs of the Franco-Ontarian population, and in particular to help Franco-Ontarian schools through research and field development (it has also offered a few graduate courses). Its transfer to Field Development came about in order that the centre's relationships with schools and teachers could be strengthened. The appointment of Normand Frenette as Head in 1979, after a frustrating period with interim arrangements, promises a much closer relationship with Francophone schools. The Centre has already earned acclaim for its work in research, particularly the socio-linguistic research of Raymond Mougeon, which is being applied to instructional units in francais.

The Learning Materials Development Centre (with David Brison, who has been a field centre head as well as Coordinator of Research and Development, as Head) was established to develop and consolidate the Institute's production of instructional materials for students and teachers. It has in hand a number of teachers' handbooks for immediate publication--on matters as diverse as how to run a field trip and how discoveries in cognitive psychology help the classroom teacher. A major project just begun is the development of a beginning reading program based on synthetic phonics--there being no currently available phonics based Canadian reading program.

The teachers' magazine, Orbit, is published through the Field Development unit. It is one of the very few teachers' magazines published in Canada not associated with special interest groups and the only one with a continuous record of publication over the last ten years. Its editor, Hugh Oliver, has been most successful in providing intellectual content in terms that are free of the jargon that so often plagues academic writing. It is readable, but informed. It is delivered free of charge to every school in Ontario.

The unit is therefore well placed in 1980 to serve a wide range of needs of the elementary and secondary schools of Ontario. It has a powerful presence in all parts of the province and its projects reach the vast majority of school boards. The Centre for Franco-Ontarian Studies is in the position to launch important activities that will have a direct effect on the programs for Franco-Ontarian children. The Learning Materials Development and Implementation Centre is coordinating a thrust to develop more materials for use in schools--an activity that has been left mainly to chance in the past.

People and Field Development

It would be naive to believe that field centres have operated in a traditional, hierarchical, bureaucratic manner. They have, in general, not adopted the agricultural officer model. There are several reasons for this--centres are staffed by faculty--and many are professors with the traditions of academic freedom that word implies; from the beginning there has been considerable and growing scepticism about the appropriateness of the traditional development, dissemination, implementation model; the distance between Toronto and the field centres makes bureaucratic supervision and direction impracticable; the small staff of the field centre limits its flexibility and increases the likelihood of its emphasizing the strengths and interests of the staff. For all those reasons, the people in Field Development are of crucial importance. In fact, if only one mode of analysis were to be used, it would probably be more useful to study field development through the work of individuals than to begin with overarching plans and ideas. In fact, three complementary modes of analysis will be used--first, some individuals; second, a few ideas; and third, a few exemplary projects. There is overlap among the three modes as each one is intended to give a slightly different view of the truth about field development work and field centres.

Kenneth Prueter was the first Coordinator of Field Development. The position of Coordinator is a dual one, at once unit head of the Field Development unit and a senior administrator responsible for the Institute's field development function (the other two functions being research and development and graduate studies). Prueter had the difficult task of overseeing the growth of the unit and, at the same time, shepherding it through the transition from the heady days of the 60s to the harsher reality of 1975. Mark Holmes succeeded him at a time when there was a general rejection in the unit of the development, dissemination and implementation model but when there was no clear agreement on alternative approaches. He has tried to apply principles of quality and worthwhileness in considering goals while remaining pragmatic and open minded about means. Thus he has encouraged, through the development of an official Institute policy on Field Development, many different ways to carry out field development but at the same time has tried to ensure that activities are always directed to better education for young people, i.e. that academic field developers cannot afford to be technicians helping others achieve whatever particular goal they have in mind. He has helped keep the Institute in touch with boards of education through a monthly newsletter which is often controversial but is widely read in Ontario educational circles.

The intellectual eminence grise of field development is without question Floyd Robinson. His name is synonymous with one of the approaches to field development to which reference will be made in the next section. His work lies between yet to one side of the opposed dissemination (top down) and grass roots (bottom up) models. He has worked directly with teachers and pupils in the development of materials, tests and instructional approaches. However, his hands-on approach is not predicated on the pragmatic assumption that change must be based on the solution of the teachers' own problems. Instead, the teachers' own problems, and an analysis of those problems as seen through Robinson's analytical framework, is used as an entree for an instructional strategy based on Robinson's ideas about structured growth taken from a conceptualization of cognitive psychology. Thus Robinson's programs solve the teachers' problems (including some they did not know they had) by reformulating instruction based on an image of the educated student and the structured steps necessary to achieve that image. Robinson has had a major influence on the activities of several field centres.

Kenneth Leithwood, who is now Chairman of the Institute's Department of Curriculum, developed some of Robinson's ideas, particularly as applied to developmental steps in mathematical problem solving, and applied them pragmatically in a more comprehensive, organizational framework. His innovation was to involve cooperatively several school systems in the development and implementation of a coherent instructional program. Although his achievement was remarkable, others have been unable or unwilling to emulate it. Perhaps cooperation is more difficult to achieve in some parts of the province than in others, and perhaps mathematics is a subject area in which it is easier for different systems to reach consensus.

Howard Russell has provided an important contribution to Ontario education through his major research activities--most notably the Interface Studies that examined the relationship between secondary and tertiary educational institutions, and the Ontario Assessment Instrument Pool, which project has brought about the development of item banks for use by teachers, principally in grades seven to ten. Neither of the major Ministry activities would have been nearly so successful without the close contacts with the field provided by field centres in general and Howard Russell in particular. Howard Russell's influence has been pervasive because of the trust given him by school people on the one hand and the researchers on the other.

Bob Stinson and John Davis are associated most clearly with the grass roots approach to field development. Their starting point is the problem raised by the teachers or administrators within the school system. They bring their scholarly background to bear on the problem in an objective way. Whereas Russell's impact is felt through Ministry contracts, Robinson's through the important curricular ideas embedded in a school program, Leithwood's in the widespread implementation of a new program, the influence of Stinson and Davis is to be seen in the local improvements, in program and in organization, within the school systems they serve. Their local impact, and their local appreciation, are immense, even though their influence may not be felt over such a large band of the province.

Peter Evans was one of those most centrally involved with the Intermediate Evaluation Project (a test development program for the intermediate grades) and he parlayed that experience into a central role in the evaluation of English, and indirectly in curriculum development, in the province. This influence has expanded from the intermediate grades to the senior grades, to the college system, and now to the university level. He, with Mark Holmes, has been principal investigator for the OAIP in Intermediate English and has been recommended by the Council of Ontario Universities for funding in the development of diagnostic English tests for use in the first year of university. Peter Evans was the principal author of the Intermediate English Evaluation support document for the Ministry of Education--and was heavily involved in the curriculum guide for English and for anglais.

Christine Nash is the developer of the learning environment approach to pre-school education and, throughout Ontario, there are examples of kindergartens organized according to her plans, in both French and English. Hank Hedges is a prime example of a field developer who has carried important educational ideas and delivered them to the school system. He is particularly known for his work in parental involvement--parental volunteers run into the thousands in Ontario, a great many influenced by Hedges' work. He is also a dominant figure in a group that has pioneered the integration of field development and graduate teaching, so that, in a great many classes in various parts of the province, there is considerable integration of curriculum innovation in the graduate studies program.

Obviously the above are not the only people who had major influences through field development in field centres. It is remarkable that one unit should have so many people whose impact has been so great in the provincial context.

Approaches to Field Development

When the field centres were opened, the assumption was generally made that important ideas would be developed, disseminated for school systems, and implemented in schools. That assumption was not shared by many field development staff and, in fact, that is not the dominant role of field operations. It quickly became evident that implementation is not easy--the history of the introduction of innovative panaceas for public education is a sad one. Team teaching, programmed learning, continuous progress, individualized instruction, open schools, modular scheduling--1980 seems like the morning after. Not only is implementation of good ideas not easy, many of the ideas proved to be of dubious quality and usefulness. Academic progress may be inferior in open schools. Individualized instruction usually implies more seat work (which may very well be unproductive), and so on. In other words, there was (and is) no reliable, steady supply of miracles. Many academic professors in field centres proved to be unwilling vendors of products they felt, rightly or wrongly, had little practical value--and less relationship to their own interests. Some field officers were opposed in principle to some products on conceptual grounds. Although many field centres have made attempts to implement products and ideas from the Institute, the field centre structure appears fundamentally inconsistent with the agricultural dissemination model. If that model were the appropriate one, then field centres should have been scrapped and new offices opened on a bureaucratic hierarchical plan. They should have been staffed with bright energetic people who could be trained to sell the educational products available. There is no particular reason to believe that model would be generally effective. In fact, the position of the Institute in a "staff" rather than a "line" relationship with school systems makes it almost inevitable that such a model would fail. Indeed, the history of the US Regional Educational Labs (which are closer to that agricultural model) suggests that they are strongest on research (the Far West research on engaged time, and Midwestern on SAT score declines, for example), and weakest on implementation.

That is not to suggest that dissemination is not being carried out by the field centres. One quite successful project at the moment is the dissemination of the French modules of the Institute's Modern Language Centre (by the Midwestern Field Centre). Chris Nash is of course in the business of dissemination as she propagates the learning environment in various parts of the province. Although it can be stated that no field centre sees itself primarily as a vehicle for the dissemination educational ideas developed in the central Institute, or elsewhere, to varying degrees they accept that as part of their mission. Generally, the closer the innovation is to the faculty member's own ideas and interests, the more likely it is to be disseminated.

Three field centre phoenixes have developed from the ashes of dissemination. The Midwestern Centre exemplifies the grass roots model. The bulk of its work is related to small scale activities developed as a direct response to initiatives from school systems. Program development and evaluation, together with organizational work, form the bulk of the centre's work. This leads to a heavy impact on a large number of points--this might be called the pincushion model.

A second phoenix bears a closer relationship to the original dissemination model. This is exemplified by the Midnorthern Centre. This centre works with a large number of school systems (and post-secondary institutions) simultaneously to improve evaluation and program in the area of English. This is the new coat of paint model.

Lastly, the Trent Valley Centre exemplifies the Zuyder Zee model--with a professor sticking his (or her) finger in the hole in the dam. In this case, a few key ideas are implanted so that they gradually become supports for the entire curricular structure of a particular subject in certain grade levels. Trent Valley has been working particularly in science, geography and decision making but similar approaches have also been applied in other subjects--such as English and mathematics.

None of these idealized prototypes exists precisely in reality. The Midwestern Field Centre is increasingly being involved in problems of program organization on a provincial basis. The Midnorthern Centre carries out program evaluation in religious education in Sault Ste. Marie. The Trent Valley Centre has been involved in the production of items for the OAIP in geography--an exercise in provincial dissemination following the coat of paint model.

A reasonable question is whether these three approaches constitute comparable and desirable approaches to educational innovation. Do the pincushion, the new coat of paint, and the Zuyder Zee represent the survival of the fittest? or are they dinosaurs vainly trying to adapt themselves to a hostile environment? Alternatively, the question could be posed more felicitously: do these approaches constitute the best approach to field development, or do they merely constitute those approaches most readily adaptable to the realities of the educational situation in Ontario? Those questions are not easy ones to answer. Certainly, the approaches used by the field centres do seem to have been singularly successful in the last few years in Ontario. It remains to be seen whether they will be equally successful in attacking the problems field centres are likely to meet in the 1980s.

Examples of Field Development Projects

The Peterborough Mathematics Project was an attempt, by the Trent Valley Centre, to develop and implement an innovative program in elementary mathematics using a consortium of neighboring school systems. The two central aspects of the curriculum were sequential steps in computation and problem solving, associated with diagnostic placement tests and criterion referenced achievement tests. The basic principle underlying the strategy was that joint cooperative production would lead to joint cooperative ownership, and thus to more genuine implementation. Implementation was in fact amazingly successful, but implementation proved to be equally successful in one of the boards that had taken almost no part in the development.

Valeurs Humaines was a moral education project that came to involve most of the Francophone secondary schools in the province. Valeurs Humaines is a three year curriculum used in the senior grades. Textbooks, workbooks and test materials have been developed and published. The Institute has generally had only limited impact on Francophone education--and this project is certainly the most visible one at the secondary level. Carmel Roy, of the Ottawa Valley Centre, was the principal author of theprogram, but he relied heavily on help from Clive Beck and the Institute's Moral Education Project. Today, most Francophone secondary schools are actively using the Valeurs Humaines program.

The Intermediate Evaluation Project was one of the largest activities undertaken by the Field Development unit. It involved six Field Development faculty and three Institute faculty in a cooperative venture to produce thirteen domain referenced tests for use in the intermediate grades (in reading, language, written English, mathematics, problem solving, French, geography, history, Canadian studies, attitudes, moral reasoning, science, physical fitness). Published Canadian tests fall into two categories--norm referenced and criterion referenced. The former tend to concentrate on rather central basic skills (e.g. literal comprehension, computation) and provide a score for the student based upon a national norm. The latter have had little success in Canada, as they tend to give very precise information on the mastery of certain skills--information the classroom teachers feel they can discover very easily for themselves. The domain referenced tests were based on the idea of competence and mastery (like criterion referenced tests), so that information could be given to teachers and students as to whether the student has reached minimal competence. However, they also covered a wide range of objectives within each domain--every test being keyed to the objectives in the provincial guidelines. The development phase of the project involved fifty school systems and 20,000 students together with hundreds of teachers. One output has been a set of published tests available through the Institute--the only test production carried out by the Institute in recent years. Initial sales of the tests are very encouraging.

A second, important result has been the increasing involvement of Field Development faculty in the whole area of evaluation, particularly in the field of English. It may be said immodestly that the unit is the major actor in the whole area of English evaluation in the province of Ontario.

The development of thinking skills in the context of what is now known as the ICPOGMU curriculum development program has been a major thrust in Field Development for several years. Hundreds of graduate students have been trained and are applying the ideas in school boards across the province. School systems in the Niagara and Parry Sound areas have been extensively involved in pilot projects that have developed exemplary programs based on the development of thinking skills related to growth patterns in correlation analysis, experimental thinking, cause and effect, and decision making. These ideas also permeate several Ministry guidelines, including those in guidance and science. The Niagara Field Centre houses a resource centre for thinking materials, most of which have been developed directly from these activities and which help teachers particularly in mathematics, English, science, geography and guidance.

The above are examples of major long term thrusts of field centres. However, there is no suggestion that the only merit of field centres consists of such activities. It is arguable that the impact of many small activities directly related to school systems' needs is greater than that of these larger projects. It is difficult to compare the effect of the pin cushion, none of whose projects are included in the above summary, with that of the Zuyder Zee (Peterborough math, ICPOGMU) and the new coat of paint (Intermediate evaluation and Valeurs Humaines).

Conclusion and Commentary

The Institute has chosen the academic rather than the agricultural approach to field development. It is difficult to conclude that that actuality is superior (or inferior) to some other hypothetical condition, and comparisons with different situations in other countries are difficult. Certainly there is no clear example available where the agricultural model has made major success--not in England where a variant has been tried through the Schools Council and the NFER, and not in the U.S.A. through the regional laboratories--that is if success is gauged in terms of implementation of positive (or even negative) change.

In fact, it is probably fair to say that the major innovations in both British and American education in the last decase have been brought about quite independently of field and applied research work of educational field agencies. Major trends in Britain have been at first towards (and more recently against) informal education, towards the elimination of alternative secondary school types (and the development of a monolithic comprehensive secondary school). In the U.S.A., the most important recent trend has been the adoption by several states of various kinds of competency based education. In contrast, field development has been closely involved with most of the trends and innovations in Ontario in the last few years: evaluation of the credit system; French immersion; values and moral education; student evaluation; curriculum guideline implementation; early identification; leadership training; school board organization; curriculum development; thinking skills development.

There are few major trends or questions related to elementary or secondary education which have not been a focus for field development.

Nevertheless, a survey of field development would be incomplete without a discussion of gaps in the field development program, and without some discussion of future trends and directions. That discussion will focus on substantive rather than organizational issues. The organizational future depends on funding--and that future is difficult to forecast. It is clear that the kind of approach to field development adopted over the last few years cannot be continued if faculty support is reduced very much below present levels. We do need two faculty members per field centre and seven or eight field centres are the minimum to serve the province.

Geographical Gaps

I have indicated earlier that there are a few parts of the province that receive inadequate service from Field Development. If we assume limited resources, giving somebody more simply means giving somebody else less. Nevertheless, if Field Development is to broaden its influence it must do more work with counties such as Haldimand, Norfolk, Bruce, Victoria, Simcoe, Frontenac, Prescott-Russell, and Renfrew--not to mention the urban systems of Hamilton and Toronto. Certainly there is no point in field centres spending time where their work is not wanted. On the other hand, faculty might consider whether or not there is still some adjustment to be done in changing from the 60s to the 80s--from a time of "progressive" education to a time of greater emphasis on accountability. In marketing terms, do we have the right product lines for some of these counties? Are these counties' educational offerings qualitatively worse tyan those of the more "progressive" counties? It is noteworthy that the Intermediate Evaluation project was taken up keenly by many systems who had previously had little or no involvement with the Institute. Innovation is intended to be an aid to improvement, but it is not synonymous with it.

Institutional Gaps

Field centres have concentrated their work on elementary and secondary education, and graduate instruction has been directed mainly towards teachers. An Institute evaluation of Field Development, completed in 1975, suggested that more emphasis be placed on tertiary institutions, but that suggestion was rejected by Field Development's policy making body, the Field Development Standing Committee. The FDSC felt that such a move would dilute scarce resources too much. There has been some work with tertiary institutions, but, at a time of diminishing resources, it would not be wise for Field Development to take on an even bigger task. In general, the staff of field centres is better equipped to work with school systems than with colleges and universities.

Substantive Gaps

In general, Field Development has, to a remarkable degree, been associated with major trends in elementary and secondary education in the 70s. In some cases, field centres have followed the trend (either by helping disseminate or diffuse ideas emanating from the Institute or by responding to requests from school boards) and in other cases Field Development has initiated the innovation.

Looking to the 80s, a number of issues appear to be important. The emphasis on accountability and evaluation is likely to continue, at least for the next two or three years. There remains a crying need for pupil and teacher materials incorporating some of the ideas developed and partially incorporated in local curriculum guides. School boards will continue to meet problems arising from declining enrolment, particularly with respect to the maintenance of broad based programs in the secondary schools--and these problems will be important in urban and suburban areas as well as rural Ontario. Service of the special needs of different children will remain important, particularly in the context of mandatory special education. As teacher turnover remains low, as enrolments decline, as promotion prospects become bleaker, the need for in-service training of teachers in programs and program development will become more important--and the graduate studies framework will not always be the appropriate one. As the public becomes more sophisticated about the lack of relationship between years of schooling and scholastic achievement, more emphasis will be placed on competency based education. Recent research on instruction becomes more significant in that context--and experiments using mastery learning and other types of competency based instruction will become important. Similarly, vocational education and instruction developed to meet the expressed desires of employers (not the same thing as vocational education) become increasingly important. Above all, as numbers decrease and growth becomes irrelevant, an appropriate emphasis on quality will once more become paramount.

In other words, the challenges ahead at least equal those of the past. It is one thing to meet challenges as one grows, expands and hires new people to take on the new tasks. It is quite another to meet challenges with a stable or decreasing staff. The field centres, the Franco-Ontarian Centre, and the Learning Materials Development and Implementation Centre have already accomplished much and their impact on Ontario education has been significant. It remains to be seen whether they can take advantage of the new opportunities.

If the central task of Field Development is one of innovation, development, and implementation, it is reasonable to ask not only what we have done but what we have learned. If we have three (and we have at least three) different models of field centre, then presumably we have not all learned the same lesson. Perhaps that is indeed just what we have learned--there is no single recipe that will guarantee success.

Leithwood and Holmes brough together some of the field development experiences in the monograph, Helping Schools Change. The conclusion might be drawn that the following factors will contribute to successful implementation:

1. Often ignored by researchers is the awkward question of the idea itself. After all, it is difficult to quantify quality. Simply, good ideas work better than bad ideas--and some ideas, by their intrinsic nature, are better than others. How does one determine quality (except

as a useful post factum rationalization to explain success or failure)? The easy way is informed public opinion. In general, in an educated, aware society, most people will recognize quality. Most parents will choose a more effective way to teach their children to read rather than a more effective way for them to play hop scotch (other things being equal). Reading is simply a more valuable good than hop scotch. The more difficult (and important) way is for the researcher and the innovator to determine and justify the quality and worthwhileness of their idea. Was modular scheduling, or value clarification, a good idea? An idea may be bad because it is inapplicable (modular scheduling is probably inapplicable intelligently in the contemporary secondary school) or because it is inherently bad rather than good (as may be the case with value clarification).

2. Implementation is greatly helped by, and sometimes completely dependent upon, bureaucratic support. If the support systems are not there, most innovations will wither on the vine.

3. The innovators, and all those involved in the process, will be more likely to succeed if there is some reward for them resulting from success--whether that reward be money, intrinsic satisfaction, or not being fired.

4. Innovations will be greatly resisted if they attack the established psychological and, particularly, sociological frameworks of the institution. Some innovations have failed to recognize the essential authority of the teacher in the classroom--and the erosion of that authority is likely to lead to the rapid departure of the teacher. The teacher needs bureaucratic, traditional or charismatic authority, and will not survive without it.

5. Innovations work best when support materials are readily available and when the teacher is not expected to do all the work.

6. On the other hand, innovations often work best when teachers who use them are directly involved in their development, leading to the paradox that very wide participation gives little sense of ownership but narrow participation gives only a few owners.

7. In-service training (formal or informal) helps the acceptance of the innovation.

8. The more competent the innovator (and the more charismatic) the more authority that person has, and the more successful the implementation will be.

Those guidelines are utopian--and it is rare indeed that all those conditions can be satisfied. One reason why they are all unlikely to be satisfied is that there are often internal contradictions among them. For example, really good ideas often come from one mind and there would be little teacher involvement in the development of that particular innovation, although there can still be involvement in its implementation.

Field development is a complex and sensitive task, and it is the complexity and sensitivity that make the work rewarding. The Field Development unit can look back with pride on an extremely successful history. However, when one looks at the challenges of the next decade, one must hope that what seems to be justifiable pride is not in fact hubris.

April 1980 Mark Holmes

APPENDIX A

ESTABLISHMENT AND MANDATE OF TASK FORCE AS SET OUT IN PRIORITIES AND FINANCIAL RECOMMENDATIONS

4.8 We should establish a task force to describe and demonstrate the impact of OISE R&D/FD upon education in Ontario, and to help us to increase that impact. The team would consist of external experts, perhaps with one Governor; the two Coordinators' offices would provide support without increased funds. Funds would be provided for the external members and for independent work which they might commission ($25,000).

- (i) The chief purpose would be to assess the impact of OISE R&D/FD work on education in Ontario using objective data acceptable to both externals and internal staff.
- (ii) The team should identify factors in past OISE studies which appear to be related to success or failure, using the realization of objectives 3.7 and 3.8 as criteria.
- (iii) The study should suggest means by which future studies should be evaluated.
- (iv) The conclusions of the Dissemination/Implementation Conference organized by Professors Michael Fullan and David Hunt should be considered as part of the review process.

Clifford Pitt. The Director's Statement of Priorities and Financial Recommendations for Year 15: 1979-80, pp. 16-17

3.7 The most desirable single objective is to carry out high quality work which will result in a valuable, substantive impact on Ontario education, affecting a significant number of learners.

Ibid., p. 14

3.8 The second most important objective, perhaps even more important than 3.7 at this stage, is the development of R&D/FD studies and activities in which the valued impact on education referred to in 3.7 is demonstrable, highly valued by users, highly visible, and, if possible, short-term.

Ibid., p. 15

1.6 The Institute has already approved (for Year 15) the establishment of a Task Force which would attempt to describe the impact of OISE upon education in Ontario. This must be pursued vigorously as a continuing priority. Such a review might gain a sharpened focus if timed to take into account the results of the more general review of OISE which the Legislature has directed the Ministry of Education to conduct. The work of the Task Force should, inter alia, give us useful information to guide the Institute in priority setting, and in methods which optimize research utilization. The recommendations might well have implications for further initiatives.

The Task Force should include a study of the support to, and the contribution of, the Institute's work in basic research.

Clifford Pitt. OISE Priorities 1980-81, pp. 20-21

APPENDIX B

CURRICULA VITAE OF MEMBERS OF THE TASK FORCE

NATHANIEL LEES GAGE

CURRICULUM VITAE

as of June 1979

University of Minnesota, A.B., magna cum laude, with major in Psychology, 1938
Purdue University, Ph.D., Psychology, 1947
Litt.D. (Honorary), 1978

Academic Positions

Purdue University

Assistant Director, with rank of Assistant Professor, Division of Educational Reference	1947-48

University of Illinois

Assistant Professor of Education	1948-51
Associate Professor of Education	1951-56
Professor of Education	1956-62
Professor of Psychology	1961-62
Member, Senate Committee on Student English	1949-52
Member, various years, College of Education's Policy Committee, Committee on Promotions in Rank and Pay, and Personnel Committee	
Research Coordinator, College of Education	1960-62

Stanford University

Professor of Education	1962-
Professor of Psychology	1963-
Member, Committee on Undergraduate Admissions	1964-67
Member, Academic Senate's Research Policy Committee	1966-67
Member, Committee on Research (Chairman, Subcommittee on the Relationship of Research to Teaching) of the Study of Education at Stanford	1967-68
Member, Committee on Foreign Study Programs	1972-74
Member, Task Force on Sponsored Research Volume	1975-76

Stanford Center for Research and Development in Teaching	
Co-Director	1965-68
Chairman, Executive Board	1968-76
Acting Director	1970-71, 1975
Program Director, Program on Teaching Effectiveness (SCRDT to 1976), Center for Educational Research at Stanford	1972-

Other Academic Institutions

Member, Research Team, National Training Laboratory for Group Development, Bethel, Maine	1950
Member, Summer Seminar on Person Perception, Social Science Research Council, Harvard University	1955
Visiting Professor, New York University	1959
Consultant on Methodology, Conference on Research in Religious Education, Cornell University	1961
Fellow, Center for Advanced Study in the Behavioral Sciences	1965-66
Special Fellow, U.S. Public Health Service	1965-66
Diamond Jubilee Lecturer, School of Education, New York University	1966
Distinguished Alumni Lecturer in Psychology, Purdue University	1968
Instructor, Seminar on Learning and the Educational Process, Munich, Germany	1971
Professor, Stanford in Germany	1971
Fellow, John Simon Guggenheim Memorial Foundation	1976-77
Julius and Rosa Sachs Visiting Professor of Psychology and Education, and Sachs Memorial Lecturer, Teachers College, Columbia University	1977
U.S. Information Service Lecturer, University of Hamburg and University of Heidelberg	1978
Visiting Professor of Education and Psychology, Teachers College, Columbia University	1979

Memberships

Phi Beta Kappa	1938 -
Sigma Xi	1940-
American Psychological Association	1942-
Fellow, Divisions of Educational Psychology	1954-
Personality and Social Psychology	1954-
Measurement and Evaluation	1954-
Fellow of the Society for the Psychological Study of Social Issues	1954-75
American Educational Research Association	1946-
Phi Delta Kappa	1947-
American Association for the Advancement of Science	1948-

Editorial Positions

Consulting Editor, Journal of Abnormal and Social Psychology	1956-64

Consulting Editor,	*Sociometry*	1956-64
Associate Editor		1958-60
Editor,	*Handbook of Research on Teaching* (A Project of the American Educational Research Association)	1957-62
Co-Editor	*Readings in the Social Psychology of Education* (A Project of the Society for the Psychological Study of Social Issues)	1959-62
Consulting Editor,	*American Educational Research Journal*	1964-70
Consultant,	*American Heritage Dictionary of the English Language*	1965-69
Member, Board of Editors,	*Encyclopedia of Educational Research*, Fourth Edition	1965-69
Consulting Editor,	*Journal of Educational Psychology*	1963-75
Consulting Editor,	*Contemporary Psychology*	1967-73
Referee,	*Journal for Research in Mathematics Education* (A Publication of the National Council of Teachers of Mathematics)	1969-
Member, Editorial Advisory Board,	*Current Contents: Social and Behavioral Sciences*	1969-
Consulting Editor,	*Educational Studies: A Journal of Book Reviews in the Foundations of Education*	1970-
Advisory Editor,	*Instructional Science*	1971-
Editor,	*Psychology of Teaching Methods: The 75th Yearbook of the National Society for the Study of Education, Part 1*	1972-76
Consulting Editor,	*Educational Research Quarterly*	1976-
Member, Editorial Advisory Board,	*Texas Tech Journal of Education*	1976-

Positions in Organizations

President,	Division of Educational Psychology, American Psychological Association	1961-62
President,	American Educational Research Association	1963-64
Chairman,	Committee on Relations between Psychology and Education, American Psychological Association	1960-62
Member,	Advisory Committee, Curriculum Research Branch, U.S. Office of Education	1964-65
Member,	Committee of Consultants, National Program of Educational Laboratories, U.S. Office of Education	1965-66
Member,	National Advisory Committee on Eudcational Laboratories, U.S. Office of Education	1966-69
Member,	Research Advisory Committee, American Council on Education	1966-73
Consultant,	International Association for the Evaluation of Educational Achievement	1966-72
Member,	Board of Directors, National Society for the Study of Education	1969-75 1976-79
	Chairman	1971-72 1978-79

Member,	Executive Committee, Council for Educational Development and Research	1970-71
Visiting Fellow,	National Institute of Education (NIE)	1974
Chairman,	NIE Conference on Studies in Teaching	1974
Consultant,	International Institute for Educational Planning (Paris)	1973-74
Consultant, Lecturer,	College of Education, University of Maryland	1975-76
Consultant,	Multi-ethnic Study of Educational Desegregation, Far West Laboratory for Educational Research and Development	1978-
Consultant,	Indonesian Project on Teacher Foundation (Jakarta)	1979
Consultant, Lecturer,	Australian Association for Research in Education (Melbourne)	1979
Member,	National Academy of Education	1979-
Consultant,	University of Florida, Department of Teacher Education	1979

The editor of *A Handbook of Research on Teaching* to which he contributed, Gage also edited *The Psychology of Teaching Methods*, a Yearbook of the National Society for the Study of Education, and co-edited *Readings in the Social Psychology of Education*. In addition to being a co-author of *Educational Psychology*, Gage is the author of *Teacher Effectiveness and Teacher Education* and *The Scientific Basis of the Art of Teaching* and co-author of *Educational Measurement and Evaluation* and *A Practical Introduction to Measurement and Evaluation*.

Curriculum Vitae

TORSTEN HUSEN

Born in Lund (Sweden), 1916. B.A. 1937, M.A. 1938, and Ph.D. 1944 at the University of Lund.

Instructor and Research Assistant, University of Lund, Department of Psychology, 1938-44; Psychologist, Swedish Armed Forces, 1942-47; Associate Professor, Educational Psychology, University of Stockholm, 1947-52; Professor of Educational Psychology, University of Stockholm, 1953-56; Professor of Education, Graduate School of Education, and Director, Institute of Educational Research, 1956-71; University Chair in International Education, University of Stockholm, 1971 to present. Director, Institute of International Education, 1971 to present.

Visiting Professor at the University of Chicago, 1959; University of Hawaii, 1968; the Ontario Institute for Studies in Education, 1971. Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1965-66 and 1973-74; National Humanities Center, North Carolina, 1978-79.

Honorary doctorates at the University of Chicago, the University of Rhode Island, the University of Glasgow, Brunel University, England, and the University of Joensuu, Finland. The Teachers College, Columbia University Medal for Distinguished Service. Associate Member, U.S. National Academy of Education, 1967. Member, Royal Swedish Academy of Sciences, 1972. Foreign member, Finnish Academy of Sciences, 1974. Foreign member, Polish Academy of Sciences, 1977. Member of Scientific Board of Max Planck Institute for Educational Research, Berlin, 1964.

Expert and Member of several Royal Commissions within the Swedish Ministry of Education, 1953-65. Member of the Prime Minister's Panel of Scientific Advisers, 1962-69. Chairman, International Association for the Evaluation of Educational Achievement (IEA), 1962-78, and President, 1978 to present. Chairman, Governing Board of the International Institute for Educational Planning, Paris, 1970 to 1980. Member, Board of Trustees and Executive Committee, International Council for Educational Development, 1970 to present. Consultant to the Organization for Economic Development and Co-operation, Paris, since 1968. Member of the OECD Committee on Education and Working Life, 1974. Chairman, National Commission on Education in Botswana, 1976-77. Member and Rapporteur of OECD Review of U.S. policies on the education of the disadvantaged, 1978-79.

The author of some 30 books, among them the following: *Psychological Twin Studies* (Stockholm: Almqvist & Wiksell, 1959); *Problems of Differentiation in Swedish Compulsory Schooling* (Stockholm: Scandinavian University Books, 1962); *International Study of Achievement in Mathematics I-II* (New York: John Wiley & Sons, 1967); *Talent, Opportunity and Career* (Almqvist & Wiksell, 1969); *Social Background and Educational Career* (Paris: OECD, 1972); *The Swedish School System in International Perspective, Vol. I: Science Education* (Stockholm and

New York: Almqvist & Wiksell, and Wiley, 1973); The Learning Society (London: Methuen, 1974); Talent, Equality, and Meritocracy (The Hague: Nijhoff, 1974); Social Influences on Educational Attainments (Paris: OECD, 1975); The School in Question (London and New York: Oxford University Press, 1979); The Future of Formal Education (Stockholm: Almqvist & Wiksell, 1980).

On the Editorial Board or Board of Consulting Editors of: Scandinavian Journal of Educational Research, Vita Humana, Sociology of Education, Comparative Education Review, Teachers College Record, Western European Education.

Member, International Advisory Board of the World Book Encyclopedia, and Editorial Advisory Board of the International Encyclopedia of Higher Education. Co-editor-in-Chief of International Encyclopedia of Education, 1980.

Curriculum Vitae

JAMES WILLIAM SINGLETON

Born in Manchester, England, 1919. B.A. (Honour English Language and Literature, 1949), University of Toronto. Graduate of Toronto Normal School as a elementary school teacher. Graduate of the Ontario College of Education (Toronto) as a secondary school teacher.

Taught in a one-room, rural school at Belle Ewart and graded schools in York Borough (1939-1950). Teacher in, and vice-Principal of a secondary school in York Borough (1950-1957). Principal of a high school in North York (1957-59). Director of Education for Burlington Board of Education (1959-69). Director of Education for the Region of Halton (1969-75). Retired.

Military Service - First Canadian Tank Brigade. Service in Sicily, Italy, Belgium and Holland (1940-45).

Professional Organizations - President of the Ontario Secondary School Teachers Federation (1958). Member of the Board of Governors of the Ontario Teachers Federation (1957-58). Vice-President of the Association of Directors of Education in Ontario (1968-69). Chairman of the Board of Governors of the Ontario Council for Leadership in Educational Administration. Member of the Board of Governors of the Ontario Institute for Studies in Education (1968 and 1969).

Member of the Minister's Committee on the Training of Secondary School Teachers (1962-64). Member of the Minister's Committee on the Training of Elementary School Teachers (1965-66). Dean of Summer School for Teachers at London, Ontario (1966 and 1967). Member of the Minister's Committee on Teacher Shortage (1968).

Received the Bartlett Award from the Ontario School Trustees' Council for outstanding contribution to education in Ontario. Made a Fellow of the Ontario Institute for Studies in Education (1975). Received the Leadership Award from the Ontario Association of Education Administrative Officials (1974).

A long-time student of educational organization and administration, and a frequent speaker and writer on the topics of The Role of the Trustee, The New Trustee, The Chief Executive Officer, The Role of the Principal and other aspects of school organization.

APPENDIX C

BACKGROUND PAPERS PRESENTED TO THE TASK FORCE

		Page
i)	David W. Brison Memorandum to the Task Force on Impact	C1
ii)	Michael Fullan An R&D Prospectus for Educational Reform	C8
iii)	Floyd G. Robinson OISE's Impact: A Framework for Analysis with Some Personal Conclusions	C22
iv)	H.H. Stern Memorandum to the Task Force on Impact	C54

C1

MEMORANDUM

TO: Task Force on Impact of OISE

FROM: D.W. Brison

In his memorandum of August 29, 1979, Stacy Churchill asked several Institute academics to comment on what is (or should be) meant by impact, how one might go about assessing this impact, and our own ideas as to what the impact has been. My brief comments will focus mainly on the issue of how the Task Force, given my understanding of its composition, time frame and available resources, can attempt to assess the impact of the Institute's Research and Development and Field Development program. In a sense, I have confined myself to discussion of those forms of impact which I think can be assessed by the Task Force with a reasonable degree of assurance that their findings are both valid and helpful. Within this more limited frame of reference, I will offer freely my own interpretation of what that impact has been - its strengths and shortcomings.

In general, I think the Task Force ought to concentrate first on an assessment of the quality of Research and Development and Field Development - regarding high quality as a necessary but not sufficient condition for desirable impact on the institutions and individuals affected by the Institute. One approach to assessing quality is to attempt to find out if individuals and groups of individuals are doing well what they are trying to do. Some general guidelines or categories might be helpful in the classification of general orientations of Research and Development and Field Development personnel. These would serve as an aid to inferring what "they are trying to do". In a later section, I will comment briefly on what appear to me to be useful classifications of orientations and general intent. Once the orientation or general intent of the investigators and projects is established, the criteria for evaluating quality are ones that are known to this Task Force and can be applied with some reasonable assurance that the judgement will be valid. Although I will elucidate more later in reference to evaluating each major contributor, at this point it might help to say that I am talking about indicators such as: contribution to a discipline; recognition in an academic field; Task Force members' assessment of internal consistency of ideas and reasonableness of conclusions; indicators of influence on written documents; reference citations; language and ideas cited with or without attribution in policy documents - in brief, a set of more or less traditional measures of quality that can be gleaned from reading public documents and talking with a limited number of knowledgeable people.

Note: Where the terms Research and Development and Field Development are capitalized, I refer specifically to the programs or personnel of the Institute. Where these terms are written in lower case letters, I refer to the general functions of research and development and/or field

However, there is an equally important consideration in assessing impact, again a necessary but not sufficient condition for impact. Namely, allowing for some diversity in general approaches to educational research and development and field development, has the Institute in its total Research and Development and Field Development program covered the waterfront? Specifically, have we done high quality work on the important educational issues and concerns of our clients? In assessing this kind of impact, the committee first has to figure out what these issues and concerns are and have been. I found it most helpful to do a kind of three-stage analysis, the results of which I have sketched out below.

First, using our academic departments as a unit of analysis, list those educational issues in Ontario, and in education in general, related to their discipline (for example: Special Education - mainstreaming). Then, list those recent advances in the discipline or field which, both on the basis of their status in their respective areas and on their own credibility (as assessed by Task Force members), might be expected to have an impact on education at some point in time. (For example, within the field of educational psychology, some of the most exciting advances have been in cognitive psychology.) Finally, I thought of those issues and concerns in Ontario education, confining myself generally to the last ten years, which seem to be particularly important.

The result of such a general assessment would be a description of the Institute's Research and Development and Field Development strengths and weaknesses; a description of gaps and contributions of high quality research and development and field development in areas of recent advances in research and theory in disciplines and fields; and gaps and inclusions of high quality research and development and field development on those issues and concerns that have been prominent in education in the last ten to fifteen years.

The major criticism of this approach is that only the potential for impact of Research and Development and Field Development is being assessed. Impact itself, except insofar as the impact of OISE Research and Development on the respective disciplines and fields of education is taken into account, is not assessed. This criticism may well be valid but I see no feasible alternative approach for the Task Force to pursue.

As an example, consider the case of Carl Bereiter, whose main concern is the improvement of performance in students' written composition - more generally, the improvement of writing abilities. A research and development strategy drawing on and contributing to recent advances in cognitive psychology has been devised. The research results are promising - Carl is recognized in this sub-field as a major contributor. The instructional materials developed again look promising and separate components have produced gains in student performance. The improvement of writing ability is of concern to educators.

The Task Force, following the pattern outlined above and drawing on its own resources, will assess the quality and importance of the problem. They could also assess the total impact on student performance in the province, the extent to which the materials are used, etc. These more direct measures of the impact of Carl Bereiter's research and development would be harder to obtain, given the time and resources available to the Task Force. In addition, the results would be very difficult to interpret - given commitments, constraints inherent in the composition of the committee, and the resources and time available. First, judgements on whether the demonstrated impact is good, bad or indifferent depend on a number of factors:

- stage of the project
- receptiveness of educators in Ontario to Carl Bereiter's work
- channels for commercial publication
- willingness to release information while it is still in the formative stage
- relationship to current educational practice
- perceptions of OISE in the province.

The overall question of whether Carl Bereiter's work has had as much impact as is warranted is an interesting one but extremely difficult to answer because of the difficulties in obtaining information and the problem of interpreting that information - in effect, placing that information in the overall context not only of education in Ontario but also of other R&D attempts to improve educational practice.

The general approach I propose is first to assess quality, then to apply this analysis to advances within disciplines and, subsequently, to issues and concerns in Ontario education. It would be possible to proceed directly to the analysis of issues and concerns within disciplines in Ontario education and then assess quality within those delineated areas.

Although it is not my primary concern, I would like to say a word or two about the function of the Task Force report. It will undoubtedly be used for public relations purposes. I am sure that you will say some favourable things about some aspects of our program and, further, that these will be excerpted for the appropriate audience. I don't see this as an important function. It will, however, be useful to identify gaps in our program - with this information, the Coordinators will be in a better position to remedy those deficiencies. Perhaps even more important is the identification by external reviewers of strengths. In my opinion, the overall trend in the Institute is toward mediocrity. There is also what I would term institutional autism, accompanied by a tendency to regard a wide range of trivial activities within the four walls of the Institute as all-important. Individuals who attend more to advances within their own field and to concerns and issues in the educational community at large are often lost in the internal shuffle. My intention when I became Coordinator of Research and Development was to concentrate resources on those faculty who were both interested and competent in important research and development areas. This has become extremely difficult to do although Stacy Churchill certainly has been able to make much better use of external funds, particularly Ministry of Education contracts, than it was possible to do before. I think the Task Force could be of assistance in this respect.

Another general concern before I become specific. External and internal Research and Development and Field Development funds should be viewed as a totality by the Task Force. However, an important factor in relation to external - particularly contract - work, is some assessment of whether the Institute has a capability and is prepared to undertake work requested of us by external agencies. For instance, when we were asked to study the effect of teacher strikes on students, we were prepared - as a result of previous work by Cicely Watson and Said Quazi of Educational Planning - to show how student dropouts and transition to post-secondary education were affected by strikes. However, there were no baseline achievement data. A similar problem was faced when, several years prior to that time, we were asked to look at the effects of the credit system on secondary school students. In my opinion, this points to a gap in our measurement and evaluation capabilities.

Research and Development and Field Development Orientations

In the analysis of quality, I would suggest that it might be helpful to categorize investigators and projects in three general orientations. The reason for this rough categorization is that criteria for assessing quality are slightly different.

One category has been labelled action research (change-oriented innovation activities) in the document prepared for the committee by Stacy Churchill (P. 3, 10(c). "...in which the social scientist is integrally concerned with a program of induced social change; he may be involved in the design and introduction of new social systems, where there is evaluation of effects...").

It seems important to me to differentiate between those investigators who have themselves formulated a program of change, have a clear idea of objectives and are involved in the planned change because it represents to them a desirable improvement in educational practice, and those social scientists who are in effect technicians using their expertise to help implement changes in practice which are proposed by others. In both variations of this category the effects or impact might be less visible than they would be in other orientations. There are investigators in the Institute (Floyd Robinson is an example) who think that a low-visibility strategy is the best means of achieving their overall objectives. Assessment of their effectiveness should rest on the quality of their ideas, including an explicit statement of their objectives and evidence that their ideas are being implemented in practice and have influenced the thinking of others who are influential. I think any analysis of quality ought to start with a frank discussion with these investigators, touching on their purposes, overall intentions, and the indicators of success they use in assessing their own work.

This orientation is most apt to be characteristically found in our Field Development Centres.

Basic Research. I would combine the basic research and reflective inquiry categories (as outlined in the paper from the Coordinator, p.3, 13(a) and 13(b). The traditional academic criteria (reference citation, status in field, quantity and quality of publications) should be applied. Within the Institute, David Olson is a good example of an investigator who almost certainly fits in this category.

Research and Development. The third category that appears helpful in assessing quality is research and development. I would place in this category individuals and projects where both research and development is being carried out, where there is interaction between the two types of work and where, although the intention is to change education, major resources are not used to see that these changes are implemented. The criteria are, on the one hand, traditional ones (in the evaluation of research outcomes) and, on the other, the quality of changes produced by the development of instructional outputs. Carl Bereiter is one of the few good examples of this general approach in the Institute.

In the remaining section, I have sketched out briefly the results of a very preliminary analysis following the general pattern I have outlined. In effect, I have short-circuited the first step - assessment of quality - and proceeded directly to the analysis of issues and concerns in education and advances in the fields and disciplines. I have, however, given my own impressions of quality in these areas.

I am presenting these preliminary thoughts as an example of what could result from such an analysis as I have proposed. There are shortcomings - I am not very knowledgeable about many of the disciplines within the Institute; my impressions of quality are derived mainly from reading, research seminars and discussions but input from these sources is several years old; my own biases seem to be continually reinforced, which leads me to believe (in reflective moments) that my perceptions are becoming increasingly selective as I grow older. It should be noted that impressions of quality where they do not pertain to research advances in disciplines or to issues and concerns of Ontario educators are not mentioned.

Adult Education

I am not sure what the recent advances have been in this field. From my vantage point, it seems as if the major efforts both in the field and at OISE have been on the raising of consciousness about the importance of continuing education. My own perception is that this activity is no longer needed to the same extent, but is still being carried out.

In regard to issues and concerns in Ontario education:

- the development of the Colleges of Applied Arts and Technology is perhaps the most important event or series of events in the province
- the aging of the population
- problems of illiteracy.

In my opinion, the major need in the CAATs was, and remains, assistance in instructional development and program evaluation. The Individualization Project (originally housed in the Department of Computer Applications and now in the Department of Measurement, Evaluation and Computer Evaluations) has made a major contribution in these areas (but mainly in instructional development); however, I do not think that contributions from the Department of Adult Education have been substantial.

Work in the field of aging is being carried out but I am not in a position to evaluate the quality.

I don't think our Department of Adult Education has made outstanding contributions in the illiteracy area.

Applied Psychology

Educational Psychology Division. The major advances in this area have been in cognitive learning theory. The department has made major contributions in this field - starting with the work of Ausubel, then of Robinson and Sullivan, and now through the outstanding contributions of Case, Olson and Bereiter.

The general area of ATI (Aptitude Treatment Interactions) has also been an area of interest in the field and David Hunt has made a major contribution.

It is more difficult to list areas of concern to the educational community but the general category of the teaching of complex intellectual skills - problem solving, writing, decision making - has been one of importance. Bereiter, Robinson and Glenn Evans (while he was here) have made contributions to this area.

Counselling and School Psychology. Recent advances in counselling have been in cognitive-based counselling practices. Christensen and Wine have contributed to this area.

Within school psychology, instruction based on diagnosis of learning deficiencies is perhaps the most prominent area in which advances have been made. I am aware of work by Orme and Narrol related to this field but I am not in a position to evaluate the quality.

Again it is difficult to list issues related to disciplines, but candidates might be the treatment of emotionally disturbed children and some attempts to make sense out of most of the nonsense perpetrated in the name of learning disabilities. I don't think that our Department of Applied Psychology has made much of a contribution in these areas.

Curriculum Department and Modern Language Centre

Curriculum. I think people in the field believe that the major advances are in what is termed " curriculum theory". I am not in a position to comment on this, but I don't think that we have made any major contributions to the area.

Issues related to the field:

- Board-based curriculum development. Members of Field Development whose home department is Curriculum - Robinson and Hedges - have made major contributions to this area, in addition to Regan, Roberts and Leithwood, who are members of the Department of Curriculum but not of Field Development.

- Education of immigrants. Very little work has been done in this area by anyone in the Institute.

- Implications of the credit system of reorganization, and the effects of declining enrollment. I am not certain about the quality of the Curriculum Department contribution to the Ontario Commission on Effects of Declining Enrollment on Schools, but the department had not to my knowledge previously studied the problem. There was also very little analysis of the credit system prior to a series of studies under contract to the Ontario Ministry of Education which were not carried out by investigators from the Department of Curriculum.

- The Administration of instruction. Leithwood and Robinson have made contributions to this area.

Modern Language Centre. Major advances in the field of language learning and instruction have been in the field of immersion education and the Institute, through the work of Merrill Swain, has been one of the outstanding contributors. It should be noted that immersion education is one of the most widely implemented recent innovations in education in this province. As an example, approximately 40 per cent of all English-speaking children in any kindergarten in Ottawa are enrolled in immersion classes.

The Modern Language Centre has also contributed to other Teaching of French as a Second Language programs. Needless to say this has been another major issue in a country with two official languages and the charged political context of the past several years.

The following paper, "An R&D Prospectus for Educational Reform", appeared originally in

Interorganizational Arrangements For Collaborative Efforts:

COMMISSIONED PAPERS

Prepared by:

Dissemination Program
Northwest Regional Educational Library
710 S.W. Second Avenue
Portland, Oregon 97204

for the

Regional Program
Program for Dissemination and Improvement of Practice
National Institute of Education

February 29, 1980

AN R&D PROSPECTUS FOR EDUCATIONAL REFORM

Dr. Michael Fullan,
Ontario Institute for Studies in Education

The question of an R&D prospectus for educational reform presents numerous dilemmas. In this paper I will attempt to outline the main issues in three sections. Section One addresses the question of "what is R&D utilization and how does it relate to school improvement?" In Section Two I discuss the assumptions and factors which cause or are related to R&D use. In Section Three I discuss the implications for an R&D prospectus, and the question of how to assess the impact of R&D.

Section I: What is R&D Utilization for Educational Reform?

Before examining the relationship between R&D and educational reform, the prior question is "what is R&D utilization?" The latter is enormously difficult to define, let alone plan for. It will not be possible to do justice to all aspects of utilization, but it is useful to outline the main issues. Let us recognize at the outset that we are interested in knowledge which comes from R&D and that which comes from experience based practice. The main problems arise, however, when we move to the definition of utilization. There seem to be two main types of knowledge utilization (KU) which have emerged in recent literature. One type refers to concrete KU applied to a particular problem and deriving from a specific project or set of research projects. We may call this specific KU. Another type, apparently the more frequent, refers to diffuse or cumulative knowledge which serves to enlighten individuals. Users become more aware and knowledgeable about a problem area, but do not necessarily utilize information on a one to one basis. In fact, they may not use information in any direct, observable behavioral way. We can refer to this type as enlightened KU. Some discussion of each of these types will demonstrate their nature and validity and set the stage for Section Two.

Specific KU

There has been a good deal of research over the last five years which analyzed in some depth the problem of specific utilization in the form of specific educational innovations or programs. We are now in a position to summarize this knowledge from the so-called "adoption and implementation literature" (see Berman and McLaughlin, 1975, Fullan and Pomfret, 1977, and Fullan 1980).

The meaning of adoption is simply that a decision maker or potential user of a new idea or program decides to take it on.* Thus, deciding to take on a new program for oneself or on behalf of others is an important form of knowledge utilization. While this is using knowledge and is of direct interest to us in its own right, strictly speaking it is not necessarily related to actual use in a behavioral sense. Research on implementation has not only identified actual use as an open question, but also suggested that even direct use is not unidimensional. If we ask the question of what we mean by effective use or implementation, it becomes readily apparent that several things have to happen. For example, using a sociological model, Fullan (1979) suggested that there were at least five general dimensions of implementation, namely, changes in structure or organization, in materials, in role/behavior, in knowledge and understanding and in attitudes/values. The case was made that implementation should be assessed in terms of whether all five aspects were "put into practice" or were evident in situations of purported use. The observation was also made that undue emphasis had been placed on materials production and delivery of materials to the neglect of what people were actually supposed to do with the materials in role/behavioral terms.

---

*I do not discuss the 'causes' of factors in this section, but instead concentrate on laying out the dimensions; causal factors and implications are taken up in Section Two.

Leithwood (1978) also developed the idea of dimensions of use or implementation in more curricular related terms, in effect, spelling out the dimensions of implementation in more differentiated, curriculum specific ways. In reviewing curriculum theory, research and practice, Leithwood (1978) identified eight distinct dimensions:

1. Platform images or global conceptions (beliefs and assumptions underlying the curriculum)
2. Objectives
3. Student entry behaviors
4. Content
5. Instructional material
6. Teaching strategies
7. Learning experiences of students
8. Assessment tools and procedures

The main point is that even such a seemingly narrow concern of actual practice leads us to realize that use means several different things which can vary independently. In other words, knowledge utilization vis-a-vis a new program means potential changes in one's conceptions of a particular practice (i.e., new knowledge about the beliefs and assumptions underlying the new practice), one's knowledge of new materials, one's teaching behavior in terms of both direct teaching methods, and supporting diagnosis and planning behaviors. It is clear that effective KU is much more than knowing something new. Indeed, we could add to the complexity by drawing on Hall and Loucks' (1977) research on levels of use which demonstrates that use can vary from awareness to mechanical use to more sophisticated use. Thus, KU can vary both by dimension and by level of use on each dimension.

So far we have been talking about specific projects or programs leading to endorsement or use. Of course, much R&D does not come in the form of adopting a single program, but rather as a series of information about a problem area (e.g., teaching of reading). In other words, there is a variety of information on a given topic. This information may result in specific use or more frequently in knowledge which may be used in a number of diffuse or hard to measure ways. Regarding the former, potential users may view a literature search on a given topic, and decide to take specific action, as in the Sieber and Louis (1972) and Emrick (1977) evaluations which I review in Section Two. More likely is that R&D knowledge does not lead to a definable, specific action. Weiss (1980) stresses that decision makers use social science research conceptually:

> To understand the background and context of program operation, stimulate review of policy, focus attention on neglected issues, provide new understanding of the causes of social problems, clarify their own thinking, reorder priorities, make sense of what they have been doing, offer ideas for future directions, reduce uncertainties, create new uncertainties and provoke rethinking of taken-for-granted assumptions, justify actions, support positions, persuade others, and provide a sense of how the world works (Weiss, 1980:6).

In short, R&D may be used to enlighten complex issues even by showing complexity and conflicting research findings (see especially, Lindblom and Cohen, 1979 and Light, 1979). In this case, R&D's role is to stimulate thinking and to have a long run cumulative impact on thinking and decisions.

Perhaps the best way to summarize the different meanings of KU is to examine the two dimensions of source and use, as in the following table.

Table 1. Meanings of KU in R&D

	Source of R&D	
	Specific Project	Research in a Problem Area
Specific Use	I	II
Diffuse Uses	III	IV

Type I represents the traditional view of what research should be doing. A specific project or program is used by a given user to solve a particular problem. We have seen that Type I has two subaspects. One version of specific use is an adoption decision around a given project; an additional aspect concerns the implementation behavior and thinking which may or may not follow. Type II occurs when a body of R&D (not one specific project) is examined and leads to specific action on the part of a user. For example, the user may decide to try a given program as a result of being exposed to many alternatives. Type III can occur when a specific project leads not to uniform use, but to a variety of thinking and diffuse action. Shipman (1974) analyzed this phenomenon when studying an Integrated Social Studies Project. He concluded that the project's "catalytic effect" on a variety of users may have been its most important effect. Similarly, Farrar et al. (1979) suggests that an evolutionary perspective may be the most fruitful one for understanding the variety of effects of an Experience Based Career Education program and other similar programs. Under Type III, projects are seen to have a multitude of uses and consequences on people's thinking and action. Type IV is similar to Type III in that the consequences are diffuse and variegated, but the source is the body of R&D on a problem area, rather than one specific project (as in Type III).

In summary, all four types represent legitimate domains of inquiry into the potential impact of R&D. It is especially difficult and may be impossible to measure or determine the impact of R&D in Types III and IV, while these types may be the most frequent. It should also be evident that the relationship of each type to school improvement is problematic to say the least. There is even great difficulty with relating Type I to improvement, because so many variables affect educational outcomes. Research on the other three types suffer the same problem, as well as many additional ones. Type II has a variety of different uses which would have to be traced in any study of multiple users. Because multiple users would choose different specific ideas from the same general body of R&D, one would be faced with the problem of relating many different uses to improvement, a difficult design and logistical task. Types III and IV present far greater problems, because there are no specific uses to examine.

All of this is to say that (1) we should not assume any one, narrow definition of KU, (2) in many instances, it may be impossible to assess R&D use, let alone its relationship to improvement and (3) at the very least, it is essential to recognize different types of use in order to explore factors which may be related to use. Stated another way, factors and processes may be different in each of the four types. It is necessary to approach the problem of R&D utilization by first realizing that we are considering a multifacted phenomenon. In Section II, I take these ideas one step further, by examining what we know about the causes of KU.

Section II: Assumptions and Factors Related to R&D Use

Instead of examining causes of each of the four types in separate detail, I would like to identify several main causes which seem to be basic to KU. At the same time we can keep in mind that some of the specifics will vary depending on whether we are talking about using one specific program or drawing knowledge from a research area in which numerous programs exist.

To locate some common themes, let us scrutinize some lists of basic causes of implementation on KU which have been formulated by reviewers of recent research on this topic.* Implications of the reviews will then be identified.

Review of Reviews on Implementation and Use

Howes and Quinn (1978) reviewed the applied organizational change literature and suggested "twelve strategic, manipulable, managerial change levers" (p. 71). They divided the task into two phases--orientation (or preparation) and implementation (or use). This list is reproduced below.

A. Phase 1: Set Up an Adequate Orientation Environment
  1. Set aside enough time for an adequate introduction to the change
    a. Identify what will be changed
    b. Plan workshops, meetings and inservice seminars
  2. Make the relative advantages of the change easily visible
    a. Package it so that it is easily understood, easily referenced and easily related to performance

---

*That is, I will do a brief review of reviews.

3. Show organization members (users) that their efforts will be supported
    a. Identify, obtain and confirm availability of support services and resources
4. Show members it will be easy to institutionalize the change and that it will be relatively nonthreatening afterward
    a. Clarify the expectations of each member during and after implementation
5. Show that immediate superiors accept and support the change
6. Clearly identify the roles and relationships of all who will be involved in the change process

B. Phase 2: Set Up Adequate Support Networks for the Implementation Effort
    1. Produce and make supportive services available
    2. Set up formal training programs to develop members' roles
        a. Provide inservice training, continuing workshops, seminars, etc.
    3. Encourage and reward the use of horizontal and vertical communication channels
    4. Relax standard operating procedures in affected (changing) units
    5. Integrate change agents, managers and members
        a. Provide frequent and individual contact
    6. Make sure members feel adequately involved
        a. Establish problem solving meetings and shared decision making norms

Emrick and Peterson (1978) carried out a cross comparison of five major change projects--The Pilot State Dissemination Project (Sieber and Louis, 1972), Federal Programs Supporting Educational Change (Berman and McLaughlin, 1975), Project Information Packages (Horst et al., 1975), The TAG Study (six projects directed at facilitating change at the School/Community Level).

Emrick and Peterson (1978) formulated five major guidelines:

1. Meaningful change occurs as a process, not as an event.

2. Directed personal intervention is by far the most potent technical support resource, and may be a necessary condition for many forms of utilization.

3. Continuous personal participation of the implementing staff is needed to firmly root and sustain the utilization.

4. Administrators occupy a crucial role in supporting the utilization process.

5. Material resources at the "how to" level are needed, particularly for utilizations involving organizational or constructural change.

Fullan (1980a, 1980b) reviewing a larger body of literature separated factors related to adoption and those related to implementation. The following tables list these two sets of factors.

Factors Associated with Adoption:

1. Existence of Innovations

2. Access to information
3. Advocacy from Central Administrators
4. Teacher Pressure/Support
5. Consultants and Change Agents
6. Community Pressure/Support/Apathy/Opposition
7. Availability of Federal or Other Funds
8. New Central Legislation or Policy (Federal/Provincial)
9. Problem Solving Incentives for Adoption
10. Bureaucratic Incentives for Adoption

Factors Associated with Implementation:

A. Characteristics of the Change Effort

1. The Adoption Decision
2. Clarity
3. Complexity
4. Implementation Strategies (resource support, training)
5. External/Internal Relationships

B. Characteristics of the Institutional Setting

1. History of Innovative Attempts
2. Role of Central Administrators
3. Role of Principal
4. Organizational Characteristics
5. Community Characteristics

The research of Hall and colleagues (Hall, 1978, Loucks and Hall, 1978) working with a large number of different innovations provides another useful description of what change is and how it occurs. They list their main assumptions/findings as follows:

A. Change/innovation adoption:

1. Process, not an event
2. Made by individuals first, then institutions
3. Highly personal experience
4. Entails developmental growth in feelings and skills

B. Interventions must be related to:

1. The people first
2. The innovation second

They have specified these assumptions using two main dimensions--levels of use and stages of concern. Essentially, Hall et al. claim that use can occur at a number of different levels, and that users have different concerns which vary among individuals at any given time, and within the same individual over time. These dimensions and their time and space variability reinforce the idea that use is a process occurring over a time period.

Weiss' (1980) research is of direct importance because she examined individual perceptions of 155 decision makers in mental health fields. There are some limitations to the research in that: (1) it is based on self reports, (2) it is confined to decision makers not users and (3) it is in the field of mental health not education. The findings, however, are stimulative in thinking about education. Weiss found five factors related to perceived use in relation to 50 research report abstracts which were read by all 155 respondents. The five factors were:

1. Perceived relevance
2. Perceived research quality
3. Conformity to user's prior expectations
4. Action feasibility or direction
5. Challenge to the status quo

Weiss claims that users apply a "truth test" (research quality/validity and/or conformity with previous knowledge and expectations), and a "utility test" (has action implications and/or challenges current policy).* Weiss contends that decision makers will use research which has positive values on the five dimensions, and that use "is a much broader and more diffuse concept" than the "research-for-problem solving literature" adopts. Weiss studies "upper level" decision makers. For middle level management (e.g., school district and school administrators), Miles et al. (1978) discovered an interesting by-product in their study of new schools. As an "incentive" to participate in the research the project offered matching funds to the participating schools to be used for consultant help. Miles et al. discovered that not only did schools not take advantage of it, but they refused even when specific offers were suggested. It seemed that school people were content with their own resources and that to involve outsiders required time, energy and risks which they could do without.

The research reviewed up to this point is directed at dissemination, implementation, etc. A final piece worth noting is a recent paper titled "The Chastening of Educational Research" (McLean, 1979). Simply put, McLean examines specific research enterprises and concludes that research is most useful when it is based on intensive interaction between the researcher and the teachers in the form of researchers and teachers as partners.

Themes in the Reviews

There are two main implications which I would like to consider: (1) What are the main common themes? and (2) What are some differences between the types of use and types of users?

---

* The remaining factor (relevance) was based on a single item, and was not

Themes. There are several common themes which should give us some confidence that we know the conditions under which KU might occur (although we will also realize how difficult it is to establish these conditions).

First, a number of factors go against knowledge utilization. In particular, existing conditions in school districts and schools frequently inhibit KU--adopting change for symbolic or political (but not problem solving) reasons, not adopting change at all, lack of administrative support, differential access to information, infrequent interaction among school members, and between school members and external agencies, etc.

Second, when KU does occur it is a result of access to information; decisions based on identified needs or problems; administrative support; relevant, usable, understandable information at the orientation or adoption phase; and frequent interaction among peers, between peers and externals during implementation. In short, people use R&D knowledge when it is pertinent, when they are oriented to solving problems, and when the conditions and strategies employed facilitate (indeed, insist on) regular ongoing interaction, first at the orientation phase and especially during implementation efforts.

It can be inferred that at least three major sets of factors must occur together: (1) the information must be of a certain quality (e.g., relevance, applicability and understandability), (2) the approach must be person intensive, interactive and continuous and (3) the setting (district, organization) must possess or come to possess characteristics of administrative support, peer interaction and problem solving orientation. R&D utilization usually fails to occur because one or more of the three sets of factors is missing. All three must occur for change to happen. The existence of any one or two will not make much of a difference, if the other one(s) is missing. As McLean (1979:26) states:

> Schools are overdetermined; that is, they are shaped by many forces, more even than are necessary to make them the way they are. Take away or change one force and nothing in a school may change (emphasis in original).

In sum, KU fails to occur because it is infrequent for the quality of information, the approach and the setting to come together in mutually reinforcing ways.

Types of Use and Users. I have just discussed common themes. Differences become important when we examine more closely variations in types of use and types of users. In Section I, I proposed four types of use. Some forms of use are specific and tied to one particular project, other use is specific but is drawn from an array of programs, and still other use is diffuse (i.e., KU for enlightenment). The implications of these variations would have to be worked out according to the type which is of interest. For example, KU of one specific project would be more focused around a group of users, using a relatively narrow set of information (not to say simple set). Hall's (1978) work provides a good illustration of this type. Whereas KU of a more diffuse or multiple options nature would focus on how to work with a variety of users each of whom (or many of whom) would be interested in different projects. Sieber and Louis' (1972) Pilot State Dissemination Project and Emrick's

(1977) NDN evaluation provide good examples of this type.

In addition to different uses, there is also the variable of different types of users. The one major distinction I would suggest is between decision makers who are potential adopters of information on behalf of others and users who decide on KU only for themselves. Thus there is a major difference between planning for KU with decision makers who will decide on a program for a whole district, a school or some subgroup and planning for KU directly with all users (e.g., directly with teachers). In the former, the emphasis would be on getting a favorable initial decision, but also, on attempting to influence followup implementation support resources. In the latter, an attempt would be made to interest individual users, and then provide followup. In either case, person intensive followup would be needed.

Section III: R&D Prospectus and the Question of Assessment of Impact

The assumptions, themes and different uses and users already imply the role of R&D. The details of any given specific role of R&D producer, linker, etc. would have to be specified according to the particular problem, project and setting. Stated another way, there is no one universal role for R&D which can be stated. It depends on which type of information (e.g., project vs. research area), which R&D personnel and users, and which setting or settings are the foci. To reiterate the major implications for an R&D prospectus:

(1) More producers of R&D should do their work in partnership with practitioners. Joint involvement in defining problems, development and determining applicability and usability of projects is needed.

However, most concerns with R&D use are directed at R&D that has already occurred and was developed by others. There are at least two different types. One refers to those cases where the R&D linker or disseminator is dealing with one particular project; the other when the linker is dealing with entire research areas from which more than one potential idea or program would be used by different users. In either case the R&D linkers should develop a plan which:

(2) Screens information/programs as to the relevance, demonstrability and usability of information, uses a person intensive approach based on a deliberate plan to obtain administrative support and to provide resources and means for bringing users together on a continuous basis, and selects and/or influences settings so that administrative support and user interaction is established.

More specific recommendations are contained in the twelve strategies listed previously from Howes and Quinn (1978). Stallings (1979) provides further evidence about what is needed for serious change in teacher behavior:

> The total immersion of the sponsor in the field site over a period of years was related to successfully changing teachers' behavior in specified ways. The implication for inservice training is that one-shot workshops are not as likely to bring

about behavioral changes as longer term interventions. If school districts truly want to change the teaching patterns, then a theory, practice and delivery system must be carefully developed and monitored (Stallings, 1979:174).

(3) A third recommendation which runs somewhat counter to (2) raises the question of whether specific use should be stressed or whether broad enlightenment should be the goal. The two may not always be incompatible, but some researchers (Lindblom and Cohen, 1979, and Weiss, 1980) claim that R&D cannot and should not attempt to be definitive. Rather, it should stimulate, enlighten and probe the complexities and contradictions inherent in educational problems. This approach would still use the same general principles, but the goal would be to explore, brainstorm and expose users to a variety of information, rather than attempting to get one specific program used. Without confronting the zero-sum possibilities of this position, a third recommendation would be to use the three aspects of information, approach and setting to stimulate interaction around a variety of information. The catalytic effect of KU would be the main purpose of this approach.

Finally, we must raise the question of how to assess whether KU makes a difference in school improvement. There are two parts of the problem. First, the measurement of use and, second, the relationship between use and improvement. Many researchers argue that we should be content to bring about "use" of good ideas without necessarily getting into the tangle of how it relates to improvement (see Charters and Jones, 1973). There are ways of assessing use, some of them quite sophisticated. For example, if one is dealing with a specific project, it is possible to develop measures of levels of use as Hall et al. (1978) have done in assessing use among large groups of users. If the concern is with a general body of research and multiple uses, it is again possible to assess frequency of use and quality of use via interviews and questionnaires (see Sieber and Louis, 1972). They found that teachers in districts with field agents recorded many more instances of drawing on external information. The extent and quality of use of information could also be assessed as in the NTS (1978) and Network (1979) studies of dissemination utilization.

Even if we confine assessment to use, we run into major problems when we consider the enlightenment arena. These uses are so multiple, diffuse and conceptual/cognitive it is literally impossible "to prove" use. The best that can be done is to interview or question users as to their satisfaction, reports of influence and so on. Knowledge of particular studies, programs, findings, etc. may be the best surrogate that something has happened. It would be possible to compare people exposed to different approaches as to their knowledge of topics, findings, etc., even though actual use is not directly measured. It should be noted that this is not simply a methodological problem of how to measure actual use, but more a conceptual issue that knowledge may be taken on cognitively or conceptually without being able to trace it to direct application. Clearly, the indirect ways of assessing this would not be satisfactory to a hard-nosed evaluator, but the problem may be reflective of the real situation in which R&D knowledge has a broad, indirect effect through osmosis. The task of measurement would be to identify those R&D efforts which do have such an influence, from those that do not. Amount of knowledge, reports of influence and indirect, unobtrusive measures may be the only way to assess those aspects of KU.

When we move to the question of improvement, we encounter even more difficulties. If we are assessing a specific project, it is possible to relate quality or extent of use to some outcome measure (e.g., achievement). It is impossible to relate the more general or multiple use phenomena to school improvement in any student achievement sense. Perhaps the best approach is to define improvement as changes in the capacity of the organization and user (e.g., greater knowledge, more involved process, greater seeking of information, etc.), as well as changes in the client (e.g., student achievement). In this way changes in capacity (greater knowledge, more effective process, etc.) could be assessed in the more diffuse efforts, as well as in specific programs (which could also assess impact on achievement).

One of the basic ways of determining the success of R&D efforts is to assess whether the themes of R&D utilization are installed. Thus, a given R&D utilization project could be assessed in terms of whether it produced the information, approval and setting characteristics which were conducive to KU (see also Howes and Quinn, 12 point checklist reported earlier).

In conclusion, research does show that we can have some confidence in identifying and assessing the conditions which seem to be related to KU. But, as with so many educational issues, we cannot prove with any confidence that KU is related to school improvement. Many would be satisfied with establishing the former (conditions for KU) while proving the latter (the relationship of KU to improvement) may be an impossible demand for the vast majority of the R&D field.

REFERENCES

Berman, P. and McLaughlin, M. Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review. U.S. Office of Education, Department of Health, Education and Welfare, 1975.

Emrick, John A. & Peterson, Susan M. A Synthesis of Findings Across Five Recent Studies in Educational Dissemination and Change. Far West Laboratory, San Francisco, California, 1978.

Emrick, John A. Evaluation of the National Diffusion Network, Vol. I: Findings and Recommendations. Prepared for U.S. Office of Education, Washington, D.C., 1977.

Farrar, E. et al. Views from Below: Implementation Research in Education Huron Institute, Cambridge, Massachusetts.

Fullan, Michael, The Meaning of Educational Change. The Ontario Institute for Studies in Education, Toronto, unpublished manuscript, 1980a, 1980b.

Fullan. "Conceptualizing Problems of Curriculum Implementation." Outline of remarks for the Symposium on Curriculum Inquiry in Canada, University of Victoria, B.C., 1979.

Fullan and Pomfret, Alan. "Research on Curriculum and Instruction Implementation," Review of Educational Research. Vol. 47, No. 1, 1977, pp. 335-397.

Hall, Gene E. "Implications for Planned Dissemination, Implementation and Evaluation Revealed in the SRI/NDN Evaluation and Levels of Use of the Innovation Studies." Paper presented at the annual meeting of the American Educational Research Association, Toronto, 1978.

Hall and Loucks, Susan F. "Innovation Configurations: Analyzing the Adaptations of Innovation." Paper presented at the annual meeting of the American Educational Research Association, Toronto, 1978.

Howes, Nancy J., Quinn, Robert E. "Implementing Change: From Research to a Prescriptive Framework." Group and Organization Studies, March, 1978, 3 (1), pp. 71-84.

Light, R. "Conflicting Research Findings Can be Helpful." In Educational Researcher, Vol. 8, No. 9, October, 1979.

Lindblom, Charles E., and Cohen, David K. Usable Knowledge. Yale University Press, 1979.

Loucks, Susan F., Hall, Gene E. "Implementing Innovations in Schools: A Concerns-Based Approach." Paper presented at annual meeting of American Educational Research Association, San Francisco, 1979.

McLean, Leslie D. "The Chastening of Education Research." Unpublished paper, Ontario Institute for Studies in Education, 1979.

Miles, M. B. et al. A Final Report, Part IV: Conclusions - Reflections on the Case Studies and Implications, New York: Project on Social Architecture in Education, Center for Policy Research, 1978.

National Testing Service. Building School Capacity, North Carolina, 1979.

The Network. A Study of Dissemination Efforts to Support School Improvement. Andover, Massachusetts, 1979.

Shipman, M. D. Inside a Curriculum Project. Methuen & Co., Ltd., London, 1974.

Sieber, Sam D. and Louis, Karen. The Use of Educational Knowledge, Vols. I and II. Bureau of Applied Social Research, Columbia University, 1972.

Stallings, Jane A. "Follow Through: A Model for Inservice Teacher Training." Curriculum Inquiry, Vol. 9, No. 2, Summer 1979, pp. 163-181.

Weiss, Carol H. "Truth Tests and Utility Tests: Decision-makers' Frames of Reference for Social Science Research." American Sociological Review, Vol. 45, No. 2, April 1980.

OISE's IMPACT: A FRAMEWORK FOR ANALYSIS WITH SOME PERSONAL CONCLUSIONS

Floyd G. Robinson

> For every complex problem there is a simple solution
>
> --and it's wrong!
>
> (Bradford)

PART A: SUMMARY AND RECOMMENDATIONS

Dealt with first, on the expectation that 30 pages of Robinson prose might prove a little more than the Impact Committee feels its contract requires it to endure.

SUMMARY AND RECOMMENDATIONS

1. That the Task Force on Impact refuse to engage in the sort of farcial assessment of "effect" associated with at least two previous OISE evaluations.

2. That in support of this intention, the Committee constantly remind itself of the basic data framework it considers necessary to document various kinds of "effect claims" and apply this framework scrupulously to "opinion" or "feeling" data of whatever origin.

3. That the Task Force give more thought to the matrix suggested in the Technical Note with a view to creating a scheme that recognizes both potent combinations of functions (including those with a graduate study component) and multiple agent effects.

4. That as an initial step in locating effect claims that fall within such an expanded matrix, staff members be encouraged to participate in a reflective "effect" self-assessment, possibly as an alternative to the annual orgy of braggadocio induced by the "staff activities" report.

5. That all data sources (including staff reports and client interview data) be approached with a view to extracting data that fits the required causal claim framework.

6. That a defensible rationale be developed for relating client reports to their actual perceptions, such rationale to take account of the complexities of existing OISE staff-client relationships, and the client's frequent resentment of "external" probes of this relationship.

7. That a defensible rationale be developed for linking interpreted client responses to the realities of:
   (a) their actual practices, and
   (b) the actual intervention practices of OISE agents.

8. That OISE staff members be encouraged to participate at various stages in these assessments of effect, and to encourage client participation.

9. That the judgments and perceptions of the Task Force be discussed with the staff member involved, to ensure that significant data have not been overlooked, prior to inclusion in any final report to the Director.

10. That this final report contain such overall findings and trends as constitute a reasonable basis of shared beliefs concerning present overall effectiveness of OISE and/or its designated components.

11. That any external claims of OISE effectiveness be carefully thought through in terms of the ego consequences to OISE's many "clients".

PART B: ARGUMENT

OISE's Impact

Background and Perspective

This paper constitutes the author's third invited written comment on OISE's effectiveness. The first, How Awful About OISE, was presented at a staff conference in 1967, when the first murmurings were beginning to be voiced about our performance being something less than had been expected. The second was given in June 1978 at the "think tank" seminar on implementation, under the title OISE as a Stimulant to Educational Improvement. Since both made direct reference to OISE "impact", I will refer to them where they seem relevant.

Curiously, the investigations of the present Task Force also constitute the third attempted assessment of Field Development effects undertaken in the past decade. In my opinion, these previous efforts are best described as feeble parodies of the reasoned study of effect and, in view of the Institute's acknowledged evaluation competence, were completely without justification. Such studies are mentioned here in anticipation of later references to the "first" or "second" Field Development evaluations.

Over the past decade, I have spent considerable sums of public monies to study and try to improve the quality of sustained inquiry in evidence in the school age population. Failure to apply my own analysis of inquiry to the present task--which must of necessity take the form of an inquiry--would probably constitute the most telling, negative comment I could make about OISE's "effect". I shall, therefore, organize this account around the hypothesized "steps" or "phases" of inquiry outlined in the following.

Hypothesized Phases of an Inquiry

Establishing a Framework

: identify an initial focus
: identify the central term in the focus and the primitive data framework which it suggests
: elaborate the variants and extensions of the central term required by the inquiry
: identify other key focus terms, their meaning and likely specializations in the inquiry
: develop the overall inquiry framework

Filling the Framework

: identify potential sources of framework data
: obtain potential framework relevant data at source
: interpret data at source
: judge adequacy of data
: incorporate data in framework

Processing Data Within Framework

: employ data summarizing algorithm
: observe relationship in summary data
: interpret relationship observed

Extrapolating Conclusion Beyond Framework

Communicating Data from Framework

: "reading out" observed relationship
: adapt readout to particular audience frameworks

Establishing a Framework for the Inquiry

Identifying an Initial Focus and Primitive Data Framework

The initial focus for my inquiry follows from that part of the instruction that indicated that I should give my "own ideas on what [the] impact [of OISE] has been". Presumably a prerequisite to that statement, and also part of the instructions, is to indicate "what is [or should be] meant by 'impact' of the R and D and Field Development programs of the Institute", and "how one might go about assessing that impact".

One can reasonably conjecture from these instructions that the outcome of the Task Force's study will be a set of claims about the "impact" or "effect" of OISE. Becoming clearer about the likely form of such claims is an important initial step in inquiry, because the whole question of what constitutes relevant data hinges on such clarification.

In its grossest statement, the claim is likely to be of the form "OISE activities have/have not had a significant impact on Ontario education". The central term here is "impact", which, according to the Technical Note, is to be taken as synonym for "effect". Consequently, the basic unit of the inquiry is a cause-effect analysis, and the primary information framework is of the form:

		OISE action absent	OISE action present
measures of behavior of thing allegedly affected		- - -	- - -
values of other potentially influential factors	A)	a	a)
	B)	b	b)
	C)	c	c)
	D)	d	d)

This table is simply meant to remind us of the spatial arrangement of data required for an effect claim: the comparison of measures of supposedly influenced agent behavior after OISE intervention, with measures of the same type of behavior before OISE intervention, under circumstances that keep values of other plausible causal variables relatively constant. Whether such frameworks appear on paper or in the mind is immaterial; what is essential is that we do not allow the high rhetoric of verbal interaction with clients to dislodge this elementary frame--or whatever more complex compounds of it we wish to employ--from our thinking. For as will be argued with some feeling later, past "effect" assessments have been founded on data which, for the most part, could only be linked to such elementary cause-effect frameworks by the most extravagant and undisciplined sort of speculation.

Elaborations of the Central Term

The beginnings of a classification scheme for "effects" is proposed in the "Technical Note": effects may be immediate or long term, direct or indirect. One might also wonder whether a "realized-potential" dimension might not be relevant as well, since extrapolation from existing data seems virtually unavoidable under the circumstances (e.g., the claim: "to date, OISE has had little large scale effect on student outcomes, but appears to have now achieved the potential for doing so", would certainly not be thought unintelligent, if documented).

A further elaboration of the central term comes by recalling that it is assumed in Field Development that the ultimate measure of an OISE field development activity is change in the behavior of students that reflects guideline images of the educated person (i.e., that are called for in the aims and objectives of Ministry guidelines). This assumption gives rise to the concept of the plausibility of a claim of effect. Demonstrated direct or indirect effects on any agent justify claims of ultimate effect of varying degrees of plausibility dependent on the number of inferences required to connect observed changes in the agent's behavior to changes in student behavior: thus, some types of change in teacher behavior may in themselves provide the basis for a highly plausible claim of student effect; change in administrator's knowledge or attitude, on the other hand, would normally have to be traced through at least two intermediaries before student effects can be claimed.

Reference to student and agent outcomes also suggests that effects can vary in their magnitude (how much change occurred in respect to that type of behavior); in their novelty or complexity (improving computational ability is one thing; improving creative performance is another); and in their integrativeness (how many types of outcomes are involved). And if we considered real people rather than roles in the diagram suggested in the Technical Note, we would be forced to consider both the scope (how many agents) of the effect, and its cost-effectivenss.

Identifying and Elaborating Other Key Focus Terms

Another key term appearing in the initial claim is "Ontario Education", the alleged beneficiary of OISE effort. The table appearing in the Technical

Note elaborates the global target into "Persons and Institutions Affected". I would argue for consideration of the more comprehensive set of agents (accompanying chart) that, according to my own analyses, have figured in the various schemes for improving Ontario education that have appeared during the past quarter century or so. For one thing, some of the classes of agents suggested in the larger diagram are worth study in their own right, particularly: curriculum consultants, principals, ad hoc curriculum committees (a favourite target of OISE materials developers), faculty of education personnel, local Ministry officials, and textbook writers.

More important than this, however, is that some recent intervention schemes have taken linked sets of agents as their target. In this case, there is an intended total linked effect that is more than the sum of the effects on individual agents: it isn't simply that client A has a change of attitude and client B develops a more effective approach, but that client A has that change of attitude that best supports B's new-found competence. The diagram not only shows plausible clusters of clients whose efforts have to be integrated in complex changes, but provides a rough measure of the distance of each agent from the ultimate client (the student), and hence constitutes a rough guide for assessing claims of ultimate effect.

As for the third key term, the Technical Note suggests an elaboration of that global entity designated "OISE activities" in the initial claim of effect. While a function's categorization is proposed, the classification might also be done by unit (central staff academics; field development), or by academic tenure ("the old guard"; the middle years group; the "new blood"); by funded projects (e.g., the Individualization Project; the Thinking Skills Project); by departments; or even by individuals (Bereiter, Leithwood, Smith, etc.). Indeed, all such classifications can be found in the effectiveness statements made by OISE staff at one time or another.

Developing the Overall Framework for the Inquiry

The result of the previous analysis has been to build a small, supporting conceptual structure for elaborating the initial claim. Central to this structure are possible classification schemes for "strength of claim",[2] "OISE activities", "type of effects", "quality of effect" and "agents affected" (Figure 2).

The elements of this conceptual structure can progressively be combined to generate claims of greater and greater degrees of specificity. Thus, what might well be our most useful political statement could take the form of the initial claim:

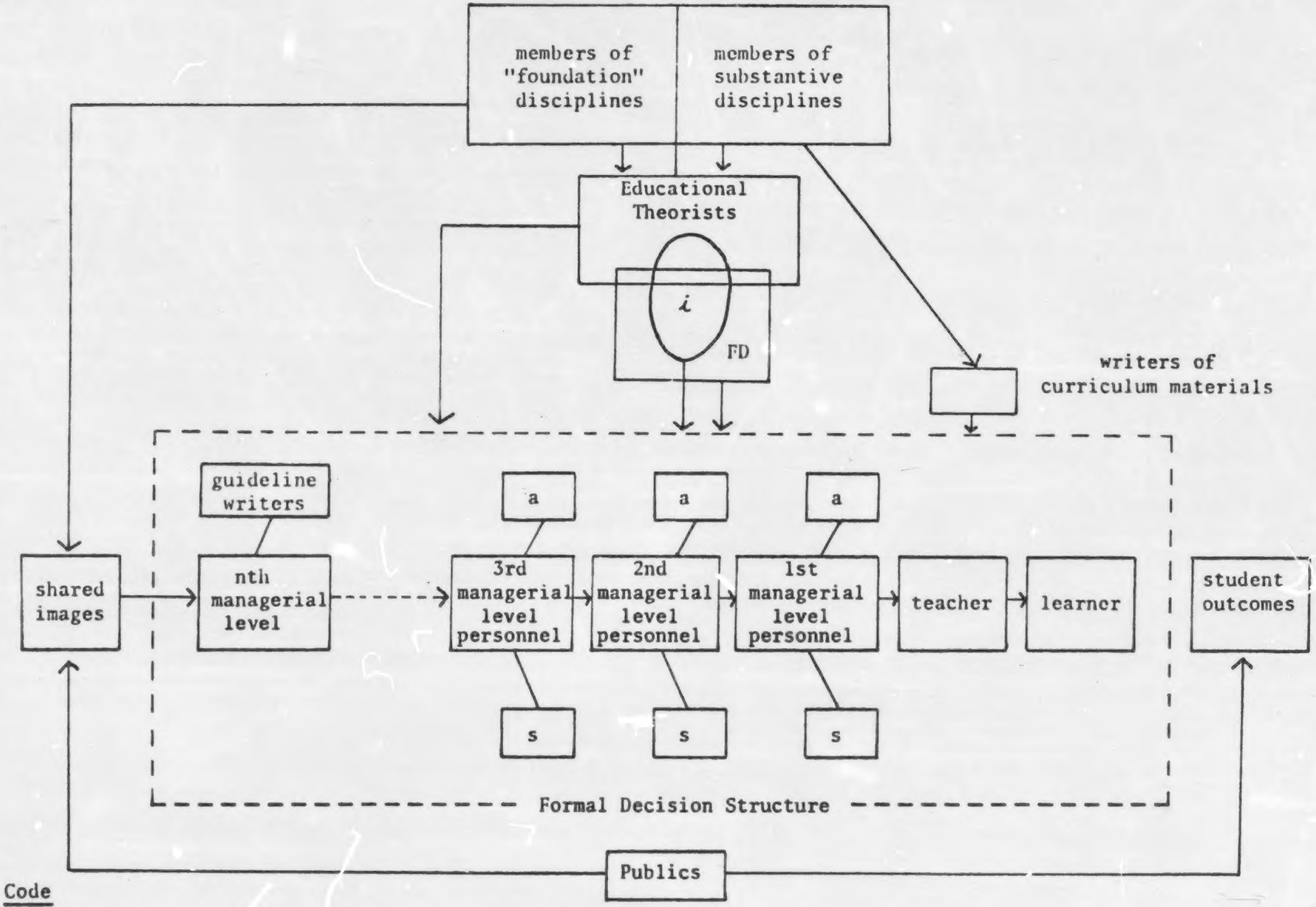
> a plausible claim can be made that OISE activities have had a significant effect on Ontario education.

This statement would utilize only three of the five components shown in Figure 2, and in the most general, unanalytical way. At the other extreme, we might have such a statement as:

> An irrefutable claim can be made that the computer technology

From: A Pictorial Survey of Ontario Planned Change Model

Components Of A General Change Model

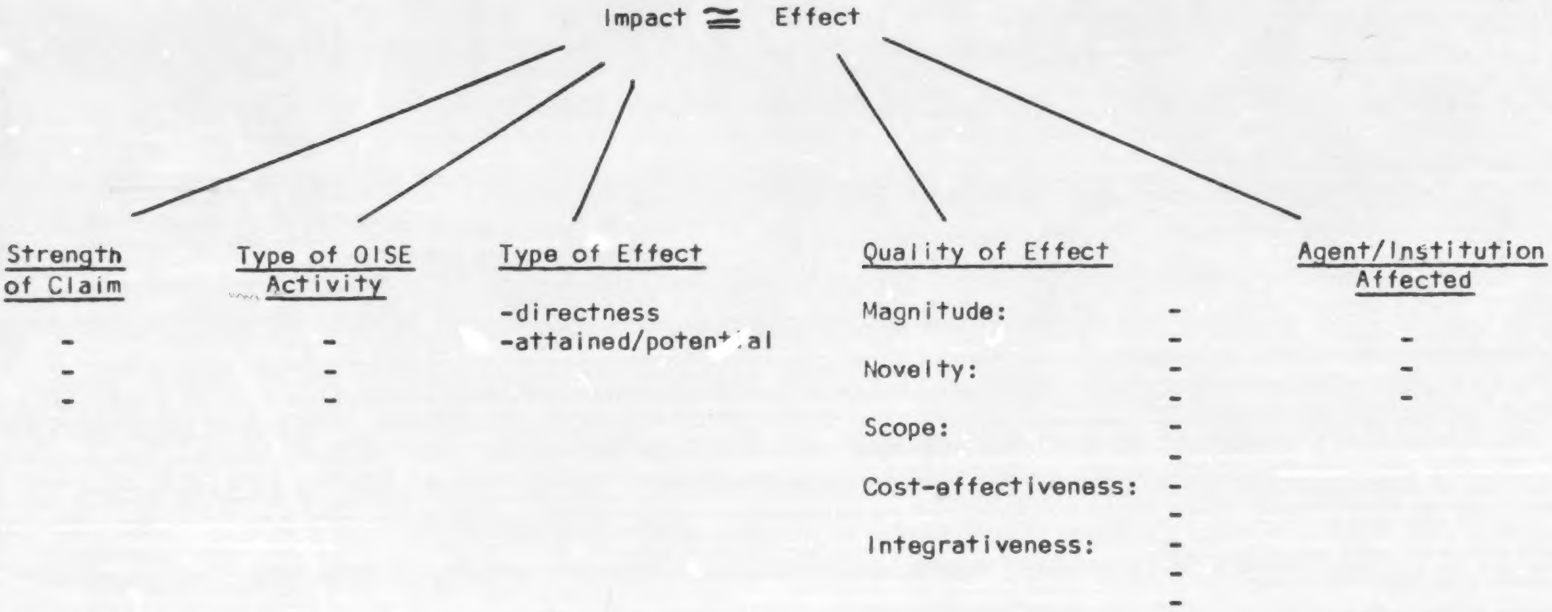

members of "foundation" disciplines
members of substantive disciplines
Educational Theorists
i
FD
writers of curriculum materials
guideline writers
shared images
nth managerial level
a
a
a
3rd managerial level personnel
2nd managerial level personnel
1st managerial level personnel
teacher
learner
student outcomes
s
s
s
Formal Decision Structure
Publics

Code

i = authors of intervention systems
FD = Field Development officers
a = members of ad hoc groups
s = non managerial staff
→ = influences

Figure 2:

A Conceptual Structure for "OISE Impact" Claims


Impact ≅ Effect
Strength of Claim
-
-
-
Type of OISE Activity
-
-
-
Type of Effect
-directness
-attained/potential
Quality of Effect
Magnitude: -
-
Novelty: -
-
Scope: -
-
Cost-effectiveness: -
-
Integrativeness: -
-
-
Agent/Institution Affected
-
-
-

developed in the Individualization Project has had a marked, direct, cost-effective effect on the algorithmic performance of significant numbers of "post secondary students".

This can be recast in general form as follows:

a [statement of strength] claim can be made that [statement of a particular class of actions or functions] [of a particular group at OISE] has had a [statement of magnitude] [statement of directness] [statement of cost-effectiveness] effect on the [statement of novelty (outcome type)] of [statement of scope] of [designation of clients].

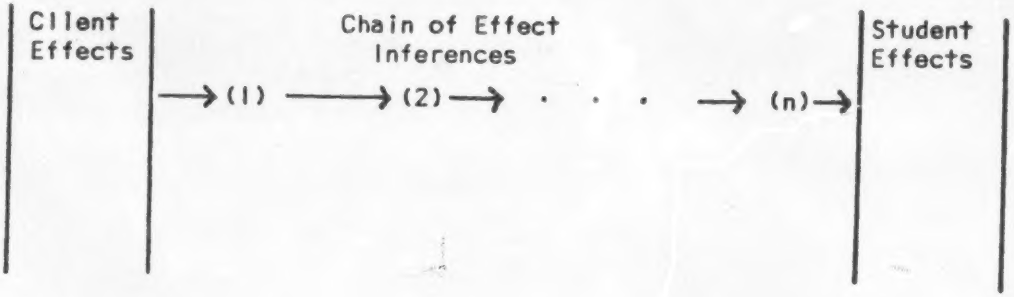
It would also be possible, of course, to reduce the specificity of this claim, by stages, to the commonly heard general assertion that:

> "the Individualization Project has had a significant effect".

The purpose of the above analysis is to provide clues as to how the primitive information cells are to be augmented and organized to comprise an appropriate data gathering matrix for the inquiry. As a start, we might think of elaborating the basic cells to include indicators of quality, somewhat as follows:

			Client Directly Affected	
			OISE action absent	OISE action present
	Measures of behavior of thing allegedly affected		- - -	- - -
	Values of other potentially influential factors	A B C D	a b c d	a b c d
Quality Indicators:	integrativeness magnitude novelty cost-effectiveness scope		- - - - -	

This could be regarded as the basic "claim of effect of quality" _____, _____, _____ cell, and we will designate it an E cell for the sake of saving space. If this claim is to be converted to a "claim of ultimate effect of quality" _____, _____, _____, the data matrix would be elaborated as follows:



Each such E table (or augmented E table) would constitute the basic information cell for an OISE effect judgment. As indicated in the Technical Note, the total set of such cells might be envisaged to lie in an overall framework of the form:

Educational System

← "Classes of Affectees" →
(persons/agencies)

			Ministry of Education						Classroom Teacher	Students
			components							
			1	2	...	m				
Classes of OISE activities ↓	instances of basic research	1	E	E	...	E				
		2	E	E	...	E				
		.	E	E	...	E				
		.	.	.	...	.				
		n	E	E	...	E				

(Part of table shown in Technical Note)

The location of E's is shown for that one square of the proposed overall matrix that would be broadly termed "judged effects of OISE basic research on the Ministry of Education". The logic of the two dimensional array of E's within the cell is that the Ministry consists of a number of persons, departments or policies (likely effect targets) and the OISE basic research might in logic be examined for its effect on each Ministry component.

While this table may smack of excessive, undisciplined cross-multiplication, the existence of such an array of cells is, in fact, explicitly assumed in such claims as:

> On the whole, our basic research projects have had little effect on the majority of Ministry policies (explicit averaging in two dimensions);

and:

> Our most highly funded development projects have had significant effects on recent Ministry resource material (averaging in one dimension);

and in the claim:

> Our most highly funded research and development projects have a discernible effect on some guideline policy statements.

In making these observations, I have merely placed the E cells in the larger framework suggested in the Technical Note. While I have no particular quarrel with this initial framework, my own framework building hypotheses inform me that sophisticated inquiry tends toward frameworks with hierarchical categories. In the present instance, the horizontal classification is already two-tiered (e.g., "Educational System" is a second order category), but the vertical classification is not.

This suggests that a two- or three-tiered structure might give more force to the vertical dimension as well. At the moment, I find that proposed OISE activities tend to be quite overlapping: for example, "change strategies" (of the Leithwood kind at least) invariably include data "potentially useful in the formulation of policies by public bodies" (policy studies), and full described "methods of teaching" must include essential evaluation probes.

Similarly, the development of theory based procedures could occur (at least) in "evaluative studies", "method of teaching", "materials" (development), "change strategies", and "training activities".

My feeling is that there are probably three dimensions in play here that have been partially cross-multiplied:

i) the R,D,D,E,I sequence (linked directly to Curriculum and Instruction), but also evident in reference to basic research and reflective inquiry;

ii) a Tyler-like curriculum development model, reflected again in the curriculum activities and the special attention given to Evaluation;

iii) a "target" dimension, in which "public bodies" and "organizations" get special mention (but where an equal case might be made for "principals", "superintendents", or whatever).

This matter obviously requires further thought. One significant criterion for judging competing "activities" lists would be the ability of OISE staff to identify their work with one or more categories. My own preference would be to (a) argue that (iii) is adequately dealt with in the "persons or institutions affected" dimension, and that (ii) can be assimilated into a reconstituted (i), which I would word somewhat as follows (with apologies for this "off the top of my head" account):

1. basic and reflective research: the development of theories, and models; examination of their underlying terms and assumptions; verification of their constituent propositions; reflective analysis of the rules by which such products are created; applications to give meaning to specific events.

2. applied research: basic/reflective research that deals with manifestly educational material (individual or organizational behavior of significance to education). The "intention" rule is too flimsy, in my opinion.

3. development of procedures: from theories; models; empirical research; retrospective reflection on successful practice; or logical analysis; sequences of actions to be performed in whatever educational context (e.g., curriculum development; evaluation procedures; change strategies; organizational analysis).

4. application of procedures to develop novel products or improve existing ones: products could be materials; structures; real or anticipated states of affairs; analyses of problems; affective states.

5. training clients in the use of derived procedures, research findings, concepts, etc.

6. training clients in the use of derived procedures (might be worded somewhat more diplomatically as "assisting clients to ..."

7. training clients in the use of procedures derived products (with modification, as above).

8. attending to client perceived needs in ways other than those explicitly or implicitly referred to above: I tossed this in for those Field Development people who do not see their "meeting client needs" as exemplifying any of the activities described above.[3]

I believe that the field development officers and central Institute academics I personally know could organize their activities under these headings, if allowed a modifier or two: for example, training (consultant) clients in the use of (curriculum development) procedures. But as I have already noted, if the findings of the Impact inquiry are to serve as the basis for OISE statements of belief about its own effectiveness, then it had better use categories that make sense to the staff.

With this slight digression, we might now profitably return to the question of an overall framework for the inquiry--and of the potentially useful role of hierarchical categories. My feeling is that a reconstituted version of the Technical Note matrix should be incorporated into a larger framework that calls for the examination of combinations of activities on combinations of agents.

OISE Activities			
whole range of activities linked	D	F	H
combinations of adjacent activities	B	A	G
individual	existing matrix	C	E
	individual	linked pairs	linked sets

agent effects

When we propose looking at effect in terms of "linked pairs" or "linked sets" of clients, we mean examining the extent to which these agents collectively show behaviors that have been determined (theoretically or empirically) as being sufficient to attain a designated ultimate effect. For example, one linked "pair" of current interest is the textbook writer and teacher. If the writer incorporates new types of objectives into textbooks (as a result of OISE influence), we are talking about an "existing matrix" entry. If he proposes teacher materials, or provides other inputs that are theoretically capable of developing the behaviors in teachers necessary to exploit the student texts, then we are referring to a potential C-cell entry. The criterion that n agents are linked is that their "sufficient" behaviors have been deduced sequentially by some principle (e.g., if the student is to master skill X at level Y, the teacher must exhibit behaviors A, B, C, which can be developed by the "teacher curriculum" a, b, c). Couplings of this sort are now beginning to emerge from comprehensive systems of curriculum analysis (e.g., the Popp project in Halton).

Similarly, coupling on the "activities" dimension is envisaged as explicit (according to rules) rather than as intuitive. If our textbook writer calls for novel objectives (e.g., clusters of related concepts) and uses systematic procedures for materials development (e.g., task analysis), then his activities again fall in the "existing matrix". If, however, his procedures are explicitly related to models emerging from basic or applied research, his activity belongs in cell B. If the textbook writer uses basic or applied research based models to design linked "student" and "teacher" curricula, then the activity belongs in cell A.

This suggested hierarchical organization of activities and agent effects is proposed on the strength of a set of beliefs held by the Curriculum Processes Group (of which the author is a member). The most relevant of these beliefs can be crudely put by saying that the overall quality of OISE effects will increase as we proceed along the diagonal, that is: as effects of increasingly larger sets of clients are integrated within schemes that incorporate progressively larger sets of linked OISE functions. Some elements of this position are summarized in Appendix A.

The deliberate linking of OISE activities in the expectation of greater quality effect casts considerable doubt on the wisdom of excluding all forms of graduate instruction in the proposed impact study. As is well known, a substantial proportion of Field Development staff are increasingly employing specially designed off-campus courses and programs to generate linked-activity effects that are claimed to yield high quality effects. To preclude such graduate instruction from the "existing matrix" makes some sense, perhaps, but to exclude integrated activities which contain a graduate instruction component would eliminate much of what goes in cells A and H, and would render the whole exercise silly in many people's estimate (including mine).

Filling in the Framework[4]

Sources of Framework Relevant Data

In the past two attempts to evaluate the effects of Field Development, various "clients" were considered to be the primary sources of data. Thus, "samples" of potential "clients" (teachers, administrators, consultants) were selected and contacted, significant proportions of whom had never been the specific object of OISE intervention. The OISE agents involved were often not even aware of the identity of these contacts, and had no opportunity to view or offer comment on the reports they made. While OISE staff, and particularly Field Development people, have sometimes been accused of being hostile to effect appraisals, perhaps this resistance is best interpreted as the apprehension naturally engendered by an "evaluation" in which a combination of cocktail lounge camaraderie and "old boy circuit" gossip was crudely fashioned into statements of assessment of the honest efforts of diligent workers.

The opposite extreme - usually employed by those defending OISE or themselves against "no effect" charges - has been to cite particular activities that are known or suspected of having had the strongest or most visible effects. Even so, the level of critical analysis applied to such instances has generally been quite low, with most staff being willing, apparently, to cite the plaudits of their supporters as evidence of "effect"; even such obvious competing explanations for positive evaluation as that the clients are simply grateful for free service and ego support are rarely ever considered.

Serious attention to the overall organizing framework and its constituent cells argues that the data required for the substantiation or refutation of significant claims of effect must come jointly from the agent and the client involved in any instance. Only the OISE agents involved can indicate who is implicated in their most sophisticated efforts at influence, and only the clients so indicated can suggest the most appropriate sources of data to validate the nature and degree of change in their practices, and can indicate the various influences to which they have been subjected that might account for these changes.

I believe that the identification of a potential pool of instances for examination should be the responsibility of individual OISE faculty.

Presented with a matrix of the form indicated earlier, each staff member should be asked to identify the type of activity he believes himself to have been engaged in, the agents he would claim to have affected, and what he would suggest as sources of data that might be examined by an objective appraisal team (this would include his own reports, people he alleges to have influenced, and others who may have data concerning his influence). Such a self-assessment should be discussed with his unit head prior to its submission to the Task Force.

As an incentive for this analysis, the Assistant Director might be persuaded to allow the substitution of the staff member's "claimed effects" report for the current "yearly activities" report. And, of course, assessment of effect is the stuff of which staff reviews are supposed to be made - although they are not in practice - so that a five-year accumulation of such vetted self-appraisals would make review a much more satisfying and helpful process than it is today. When this pool of effect claims becomes available, the Task Force would reconvene to select sample claims for documentation. In so doing, it would weight the merits of a representative sampling of various clusters of cells (in effect the type of claim statements it wished to make) against the constraints of time and resources.

Obtaining and Interpreting Data at the Source

As mentioned earlier, the structure of the E cell clarifies the nature of the data required for documenting an effect claim.

While this may be elementary from the point of view of causal analysis, to date the data used to make assessments of OISE effects have come nowhere near these requirements. In the first Field Development evaluation, for example, the sample of clients was apparently questioned along the following lines:

1. What contact have you had with OISE (or what involvement have OISE personnel had in your schools' projects)?
2. Has OISE been responsive to your requests for help?
3. When OISE did respond, were they helpful?
4. In what ways have they been helpful?
5. In light of your experience, do you feel that OISE (local office or personnel) have been a useful resource in the region?

While such a line of questioning conveys a human, solicitous posture, the attempt to incorporate the data it yields into an E cell shows that it tells us practically nothing about "effects". If we continue to collect such data, we should at least recognize that we are, in effect, addressing ourselves to questions of the form:

> What perception or feeling about OISE Field agent helpfulness do teachers and other clients currently have?

In addition to dealing with "impact" in only the most trivial sense, the answers to such questions have been sufficiently well documented in previous evaluations, research studies, and reviews, that they do not warrant further study. In general, it has been found that:

(1) most clients who have had contact with OISE have found them "helpful", or have experienced sufficiently positive feelings to stimulate favourable reports;

(2) clients who have not had direct contact with OISE either:
  (a) have no opinion
  (b) have heard (or assume) that OISE has no real interest in "practical" matters
  (c) feel threatened by evidence of OISE acquired competence in colleagues (see my extended comment on this in *OISE as a Stumulant to Educational Change*).

If we are seriously to probe for E cell data, our line of questioning must be more akin to the following:

1. What major changes have you made in your educational practices (procedures, materials, general ideas) in the recent past?

2. Where did the stimulus for these changes come from?

3. (if OISE or one of its agents is mentioned in any way) What specifically did you get from OISE (procedures, materials, concepts)?

4. Were there any other sources that might have provided the stimulus?

Interpreting the Data

My impression is that even when previous effectiveness studies have got down to framework relevant data (rather than "feeling of helpfulness data"), we have tended to be incredibly gullible in taking what we have been told as literal statements of fact. Occasionally, the credibility of a client's testimony may be questioned, usually on the grounds of his possible "bias" (positive or negative), but I have yet to see any sustained explanation or acknowledgement of the possibility of *systematic* distortion in such data. Since I regard this area as both fascinating and critical to any serious approach to assessing effect through testimony, I will comment on it at some length.

The task involved is one of *interpretation* which requires, according to most accounts, an interpretative *framework*. Some plausible elements of such a framework are shown below.

GENERAL CASE

reality ⟶ client's perception of reality ⟶ client's reports of his perception of reality

a) to "trusted" others

b) to "neutral" others

c) to "hostile others (i.e., the *enemy*)

PARTICULAR CASE	OISE influencing actions →	client's perception of OISE actions and their effects on himself →	client's reports of his perception of action and their effects on himself	a) to "trusted" others b) to "neutral" others c) to "hostile" others (i.e., the enemy)

My most relevant experiences have been instances in which I have thought out the "behavior" that would be most productive for a client to exhibit in a particular situation (position s/he should take, courses of action s/he should follow, perspective s/he should bring to bear), and have been able to bring into being ("teach") that behavior almost precisely as planned.

My experience has been that different people, having been "taught" in almost exactly the same way, and with virtually the same results, will give quite different accounts of my actions and their effects. Four regular, clearly distinguished patterns (phrased in client language) had been:

1. "I am simply implementing your ideas, but unless I do this your ideas won't get anywhere. You need me as much as I need you". (Exemplified by a curriculum consultant in a large board)

2. "You contribute more than I do, but I still contribute something to the development of the idea". (Exemplified by a curriculum consultant in a small board)

3. "We have this back and forth exchange so that we both (equally) own the product". (Exemplified by a Ministry officer)

4. "You have the ability to translate my ideas into respectable academic jargon". (Exemplified by a senior executive of a large board)

Each response pattern is representative of a real person with whom I have interacted for at least five years, and with whom there is a high degree of mutual "trust". (Perhaps it is worth mentioning that these people are all ardent supporters of OISE in general, and of the present author in particular.)

More interesting is the fact that these response patterns have not changed as the clients have progressively become aware that I do explicitly formulate intentions about their behavior; in fact in every case but one, any attempt to come at my intentions indirectly is met with: "Let's not beat around the bush. Tell me what you think I should do, and we'll discuss it".

My interpretation of this fascinating (and in some instances apparently self-contradictory behavior) is that all the clients but the first perceive my action at two levels. At one level, they know that I make plans that involve them doing or believing certain things, so that in this respect they certainly perceive the reality of my intentions.

At another level, however, they seem to filter their perception of the process of interaction through a set of screens constructed by their own self-concept. A person who perceives himself as "follower" interprets my actions (correctly, in my opinion) as "teaching"; a person who (by virtue of his office) must perceive himself as "leader" interprets my actions as that of respondent to his initiatives (ideas); and a person who casts himself in the role of colleague envisages an exchange in which he plays a lesser or greater part. Being aware of the necessity of these interpretations, I quite naturally make external adaptations of my "teaching" to get to the intended endpoint.

Also relevant to the work of the Task Force is what such clients convey to the numerous groups of teachers, principals, and other educators to which they provide input. In such interaction there is generally no advantage in their indicating their indebtedness to an OISE agent in respect to any idea or procedure they may be discussing; consequently, if the client adopts a somewhat expository style, most teachers go away with the notion that the ideas originated with their consultant or superintendent (the client). If the client is highly skilled, and uses a subtle form of teaching consultancy, the client's clients may believe that it is their own ideas that have been analyzed, clarified, organized, and generally given more practical force. And this is essentially true, in that good teaching always starts with the existing behaviour of the student.

The overall effect of this strategy, of course, is to make OISE attempts to influence as invisible as possible. Understandably, this strategy is somewhat infuriating to the OISE front office, which is constantly arguing our need for "visibility". But yet the strategy is "effective" in a way that makes a mockery of a morose implementation literature that would have us believe that significant change is rarely if ever achieved in practice.

An equally interesting problem is what the clients I have described would say to well-meaning inquirers from task forces (or the latter's research assistants). At best, such inquiries are regarded as "neutral" in intent; but my experience has been that the clients with whom I have developed a relationship of trust regard any inquiry which they construe as having possible evaluative (of myself) overtones with great hostility. (In fact, during the second Field Development evaluation the principals' association in one board in which I had done considerable work held a special meeting to discuss with me what they should do about "the OISE evaluation" (as though it was a gesture of "the enemy"). Evidently they had received what they considered to be a form letter calling for their participation in the evaluation of the local field development officer. I think their reaction was about what one might have expected if he had sent a form asking for personal information about the principal's marital relations - a mixture of outrage and incredulity that anyone would approach such a delicate matter in so stupid a fashion. At my insistence, individual members of the group did agree to meet the evaluation team. I don't know what they said, but I am certain it was a carefully contrived message, consisting essentially of what they thought would be in "their" consultant's best interest. I blush to add that this prefabricated data was dutifully incorporated into both the evaluation report and an Ed.D. derived from it.))

All of which is to say that extracting even the client's perception of trust relationships (to say nothing of the reality of the relationship) will require considerably more subtle strategies than OISE investigators have shown in the past. In my honest opinion, the past evaluations have put both themselves and the Institute in a very bad light.

Determining the Adequacy of Data

If the data we get from clients can be interpreted, then their perceptions of OISE actions and the latter's effect in terms of changed behaviour will be available. One part of the task of determining adequacy would be to go from the perception of what OISE action was involved to the reality of that action: this is probably best undertaken by consultation with the OISE agent in question. Another aspect is to go from the professed change in practice to the reality of that change: this is probably best checked by third party verification(including students), or by "imprints" in the classroom (e.g., in student workbooks).

The client who claims no OISE influence presents an intriguing case for analysis. The fact is that OISE influences can come in many ways that are unsuspected by the client - to a teacher, for example, through methods proposed by an OISE influenced consultant, or through major or minor changes in texts that are based on OISE resource materials, and so on. In such cases, the teacher may not even perceive a change in his own behaviour. Only a person who had considerable amounts of time to talk to and observe the teacher, and who was at the same time virtually omniscient about the products and ideas of the Institute, would be in a position to make a conclusion of "no effect". The only reasonable interpretation that can be put on denial of OISE effect would be found in such claims as "a majority of teachers do not perceive OISE as having had an effect on their classroom practices".

Some intensive studies of the actual effects on teachers that treat all direct and indirect influences are needed before anything resembling intelligent effect statements can be made for the great majority of teachers who have no obvious connections with OISE.

Summary

My analysis of the data required for causal claims, of the huge problem of relating client responses to actual perceptions, and of the further problem of linking perceptions to reality, all suggest that believable effect data will be obtained in only a relatively few cases in which special circumstances prevail. These include:

i) the collaboration of the OISE agent in identifying clients, and enlisting their collaboration in an objective "effect" appraisal;

ii) the collaboration of the client in divulging changes in practices, and the sources of data for documenting such change;

iii) respect for the delicate nature of the agent-client relationship, and restraint by any evaluator of the natural inclusion to force an "appreciation" of OISE influence.

In short, this is a plea for a relatively small number of effect case studies, judiciously selected from the pool of staff claim effects, and carefully planned with staff in such a manner as to get authentic data without damaging existing relationships. In my view, this can only occur as evaluators are progressively admitted to inner circles of confidence and trust, to the point that they begin to be given information that reflects at least the client's undisguised perceptions. We've had more than enough "quickie" evaluative surveys: they are unnecessary embarrassments that have served neither to change anyone's beliefs about effect, nor to create positive attitudes toward the Institute.

Processing the Data, Reaching Conclusions, And Reporting the Results

I do not intend to dwell on these matters here, because I very much doubt that the Task Force has the resources to pursue the study of effects to the stage where the study of trends within cells of the master framework will be productive or even possible. For example, there will simply not be enough data to discover any possible trends in the effect of OISE applied research on, say, board level guidelines - even though this would be an interesting question to pursue.

What the Task Force might do, however, is to set in motion a yearly process of "effect" self-examination by individual staff, in conjunction with unit heads, that would cumulatively allow such trends to develop, and would offer guidance to our yearly priorities statements. A priority in this conception would be a type of activity in relation to a designated class of agent or classes of agents - thought to be capable of strengthening OISE effects in critical areas when this effect is deemed insufficient.

As for reporting the results of the study, the Task Force should first report its conclusions about the effect claims they feel might legitimately be made in any given instance to the OISE agent(s) involved. The purpose of this hitherto neglected step would be to ensure themselves that their data is complete and they can meet possible criticisms of their conclusions. This should avoid the extensive recriminations that followed the previous two reviews.

Some kind of summary statement of effects, by category of activity and/or type of client, should be made available to the OISE staff generally. This should constitute what we might collectively hold as a set of beliefs about our present effectiveness.

What should be said about OISE's self-perceived effect to the people we are trying to affect remains highly problematic. In my view, OISE agents should aspire to be good teachers, and good teachers extol the insights and accomplishments of their students, rather than proclaiming their own effects.

There has always been a quite legitimate fear by Field Development people that the insensitive pressing of the nature of their relationship with clients would do a great deal to impair these relationships. Certainly, any attempt to get agents to "admit" or "face up to" OISE influences - the temptation for which could well arise in the current negotiations about continuing OISE-Ministry relationships - would be generally harmful, in my opinion, and could be virtually disastrous in some cases. At the present time, for example, some people in the Central Ministry are vigorously promoting useful notions that have been "presented" to them by their local officers; even the vaguest hint of the substantial degree of OISE involvement in the development of these ideas (i.e., of people to whom they believe themselves to be totally opposed at a philosophical level) would deal their self-esteem a severe blow, and seriously undermine the subsequent Central Ministry credibility of our local Ministry allies.

MY APPRAISAL OF CURRENT OISE EFFECTS

Having pointed out the seemingly endless problems in obtaining valid effectiveness data, it would be absurd for me to now offer a large set of "firm" effect conclusions. I simply have not undertaken the kind of analysis I have suggested, even for my own work let alone for the many parts of the Institute of whose work I am almost totally ignorant.

What I can do is offer some conjectures or hypotheses about effect that involve some of the data required to fill an E cell. Almost invariably, where effects are claimed, a change of client behaviour has been observed, and this has followed a describable action of an OISE agent. The confidence with which I can eliminate other potential influences varies considerably from case to case, and conjectures about effects on percentages of clients in different categories have no substantial basis in fact.

These conjectures are set out in a set of tables whose columns correspond to the descriptor generated in our analysis of the prototype claim. As a sort of global summary, I would say that:

i) the perceived effect of any component of OISE (or of all its components combined) by the typical "anything" below Director (e.g., teacher, principal curriculum consultant, curriculum coordinator) is probably zero or thereabouts. The actual effect is likely small and scattered for most outcomes, while the average effect in respect to novel objectives is virtually nil;

ii) the actual effect of OISE (or any of its components) on average student achievement of any kind is likely very small;

iii) the effects of specific components of OISE on individual, or small groups of, clients have been enormous in magnitude, novelty, and integrativeness. In some cases, this influence has been so extensive that critics have had to resort to images of "brainwashing" to explain what is, in effect, merely the expected consequences of inventive, well-executed teaching;

iv) recently, a few multi-function intervention schemes aimed at linked changes in sets of clients have begun to show significant effects, including ultimate effects (changes in student behaviour) of some complexity. Moreover, the structures built to support such efforts seem capable of delivering ultimate effects on a sufficiently broad scale to make the initial high investment in particular clients cost-effective over the long run.

Perhaps it will go without saying that I believe that the latter instances (iii and iv) should be subjected to sympathetic but careful study and, if the claims of their proponents are documented, should be analyzed for any propositions they might yield for the as yet fledgling, but very real, technology of planned change.

CODE: Meanings to be Attached to Some of the Vaguer Terms in the Ensuing Tables

Strength of Claim

virtually indisputable:	magnitude of change observed; antededent OISE action intended to produce change; no visible competing source of influence
strong:	magnitude of change observed; OISE action; other plausible effects, but case for OISE's being preeminent
plausible:	magnitude of change observed; several potential influences, including OISE activity or no knowledge of change, but activity has produced marked or significant effects in pilot studies undertaken in similar classroom circumstances
weak:	unclear what amount of change has occurred or other potential influences have better documentation

Magnitude of Effect

marked:	changes occurring in "teaching" period or order of change that occurs "spontaneously" over a period of years
educationally significant:	of magnitude that is (a) noticeable to clients and (b) thought worth at least some extra effort to attain
marginal:	beyond statistical change, but not deemed "significant" by clients
insignificant:	no reliable (statistically significant) samples of a reasonable size

Client: Student

Strength of Claim	OISE Activity	Magnitude of Effect	Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
virtually indisputable	several highly funded curriculum projects	marked	direct (OISE agents act as teachers)	unacceptably high (≈ 10 times existing instructional costs)	complex intellectual performance	small groups of students
virtually indisputable	volunteer programs	educationally significant	Indirect (volunteers act as teachers)	highly favourable (no cost for volunteers)	improvement in basic thinking skills and traditional skills	small groups of students
strong	linked-activity multi-client projects	significant	indirect, through graduate students and others trained by OISE	initially astronomical, possibly acceptable over long period	complex or novel; (integration in limited instances)	individual classrooms initially; "school" and "family of schools" effects now appearing
plausible	OISE materials dissemination (including "new look" texts)	educationally significant	indirect	acceptable	new approaches to traditional objectives	significant proportion of age groups scattered through province (5-15%)
plausible	OISE materials dissemination	marginal	indirect	?	complex or novel objectives	small proportion of age groups scattered through province (≈ 5%)
plausible	board-wide implementation plans	marginal	indirect, teachers use programs	acceptable; initial cost maintenance cost	traditional (computation)	board-wide
weak	total OISE effect	marginal	indirect	likely not acceptable	traditional outcomes	average over province

Client: Teacher

Strength of Claim	OISE Activity	Magnitude		Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
		Size	Integratedness				
strong	total effect	no	-	indirect	?	novel (how to deal with novel objectives)	typical teacher in Ontario
strong	R&D projects with graduate instruction components	significant	medium	direct (also through graduate students)	acceptable favourable	novel/traditional novel/traditional	limited groups of 10-15 teachers
virtually indisputable	intensive on-site graduate instruction/ F.D. programs	significant	high ("system")	direct	very high	highly novel (use learned procedures with other teachers)	limited number; usually proceed to graduate studies and become consultants

Client: Consultant (also principal, department head, superintendents)

Strength of Claim	OISE Activity	Magnitude		Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
		Size	Integratedness				
strong	total OISE perceived effect	insignificant	-	indirect	n.a.	novel	provincial pool of consultants/heads/principals
plausible	OISE publications	significant	isolated procedures	indirect	acceptable	novel	small proportion (≈ 10%)
virtually indisputable	"sustained involvement in programs" (graduate instruction; F.D.)	marked	highly integrated at level of "system"	direct	extremely high initially; acceptable over consultant's career	novel: working with teachers to develop/implement curriculum for complex objectives	handful
strong	consultation	marked	?	direct	acceptable	change of attitude toward OISE (or parts of it)	significant proportion of superintendents (some directors)

Client: Board Programs

Strength of Claim	OISE Activity	Magnitude		Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
		Size	Integratedness				
strong	document production	marginal	low	indirect (through paper)	acceptable	low: general knowledge	all boards
virtually irrefutable	Board level implementation projects	significant (chaos replaced by specific plan)	low usually in relation to specific program	direct	?	moderate: the use of even crude change strategies is novel	minority of Ontario Boards
virtually irrefutable	long term (Grad/Field involvement)	marked	high (touches a significant proportion of programs)	direct	(difficult to answer)	novel: integrated implementation plans	a handful of Boards

Client: Local Ministry Consultant

Strength of Claim	OISE Activity	Magnitude: Size	Magnitude: Integratedness	Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
plausible	total OISE perceived effect on client	nil (negative attitude toward OISE)	-	direct/ indirect	negative	novel: role changes (see below)	Provincial pool of regional officers
strong	collaborative OISE/Ministry Field Development projects	marked	moderate	direct	probably high initially; low over long run if local Ministry consultant is continuing specifics	novel: role of local Ministry consultants; methods of review; implemenation plans	limited number

Client: Central Ministry

Strength of Claim	OISE Activity	Magnitude Size	 Integratedness	Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
strong	overall impact	zilch	-	direct/ indirect	?	novel (deviation from traditional practices and policies)	Ministry officials and policies collectively
strong	indirect influence through local officers	marginal	low	indirect	?	new thinking about guidelines and reviews	guidelines and reviews collectively
plausible	selected projects	significant	low	indirect	?	novel	small number of guidelines and policies

Client: Publishing Industry

Strength of Claim	OISE Activity	Magnitude		Directness of OISE Effect	Cost-effectiveness	Novelty of Change Intended	Scope
		Size	Integratedness				
indisputable	subject textbook writing	at least marginal	low	direct	low	traditional (reading text)	small minority of texts
indisputable	consultancy to textbook writers	significant	medium	direct	high	some traditional, some novel	a few instances

Notes

1. Evidently my paper has been criticized on the grounds that it focussed too exclusively on student outcomes. I have no wish to deny that OISE personnel have, or could have, significant effects on the research community and the general definition and growth of the knowledge in their particular fields, or that measures of these sorts should be part of any general assessment of OISE impact. The emphasis in this paper on student outcome effects is deliberate and based on the following considerations:

   i) Measures of OISE impact on the scholarly world constitute a routine part of ACAP and other graduate studies - based research. Results so far indicate that we appear to be doing well in the comparisons that underlie these evaluations, and there seems little warrant for employing scarce Impact funds for additional analyses of this kind.

   ii) The present General Policy for Field Development does state that: "the basic criterion for the evaluation of an activity is its influence on the lives and behaviour of students. Such ultimate influence..." (underlining ours).

   iii) The context in which the Impact study is being undertaken is one in which questions have been voiced as to whether OISE influence on schools (and students) is sufficient to warrant its survival. No doubt it was sensitivity to this context that prompted the Director to state in OISE Priorities 1980-81:

   > "Put in its simplest form, OISE's mandate is to work with others - through Graduate Studies, R&D, and Field Development - to improve education in Ontario." (p. 17)

   and to cite as the first objective for R&D/FD:

   > "To carry out high quality R&D/FD work which will result in a valuable, substantive impact on Ontario education, affecting a significant number - or a significant group (e.g., the deaf) - of learners." (p. 19)

   and finally, to declare that an "acceptable" R&D/FD project must:

   > "address a significant education problem, the solution to which would result in a helpful, substantive impact on Ontario education, affecting a significant number (or group) of learners." (p. 19)

   It seems quite clear, then, what the Director had in mind in his most recent statement on "impact". This is significant in view of the fact that the Director requisitioned the Impact study.

2. "Strength of Claim" refers to the degree to which the data required to

support an effect claim are present in practice. A crude scale is found on page 31.

"Plausibility of Claim of Ultimate Effect" could also have been included in Figure 2. In making my (admittedly hasty) assessments of effect I did not feel that I had sufficient data at my disposal to establish the links that are necessary to support such claims. However, I strongly believe that such links should be examined in any claims of ultimate effect that are intended to be taken seriously.

3. While this list still looks "linear", it does, in fact, have as hierarchical categories: primary activities (doing; items 1-4); instructing others how to do (items 5-8); and (weakly) "miscellaneous". The most commonly cited "appropriate activity" in this latter category might be termed distributing the products of doing.

4. At this point, the author gives up any pretense that he is actually carrying out the suggested steps in any formal way: lack of time and readily accessible data are the principle reasons for not doing so. Consequently, the account from here on is useful mainly for the problems it raises in respect to data gathering.

5. I should also note that it is not my practice to deliberately calculate in advance the "desirable behaviour" of the people with whom I interact: the typical pattern of interaction is one that very much respects the principle of "mutual adaptation". The "manipulative" encounters described above were selected primarily to illustrate the great variation in client perceptions of essentially similar interactive episodes.

C54

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

MEMORANDUM

TO: Stacy Churchill

DATE: Oct. 18, 1979

FROM: H.H. Stern

RE: Impact Study

I enclose a few items related to the impact question.

1. Item #1 is taken from an early paper 1969-70 in which I tried to outline the way I viewed the position of the MLC in relation to 'theory' and 'practice' on either side. It illustrates the policy of interaction that we have aimed at.

2. Item #2 is excerpted from Three Approaches to Teaching French because it illustrates a problem of interaction between researcher and client.

   I would like to suggest that the entire project and our two reports on it --

   French Programs - Some Major Issues
   and
   Three Approaches to Teaching French

   illustrate well a particularly fruitful form of interaction between ourselves as researchers and the Ministry as policy maker. I could elaborate on this.

3. Item #3 consists of excerpts from a paper we wrote as one of the case studies for the Suppes volume on the impact of research on education. We examined the impact of language sciences on second-language education. In my view the whole paper is relevant to the issue, although it does not, of course, deal with OISE specifically.

Encs: (3)

ITEM #1

Plans and activities of the center

Because we have only been in existence since May 1968 and have so far only a nucleus of staff, it is appropriate to talk about the plans and schemes we are initiating rather than of our achievements. I would greatly welcome your reactions to the direction in which our thoughts are turning. It is not too late to rethink and redirect, and it is all the more important for the language-teaching profession in Ontario to be made aware, at an early stage, of the conception of this language center.

I want to make two general remarks about policy. The first concerns the scope of our activites. From my earlier remarks, it will be seen that I fully accept the comprehensiveness of the approach implicit in the organization of OISE, which provides a range of activities of unusual scope. Our activities would include: graduate studies, research, developmental activities, information, coordination, and clearinghouse services. Even at this early stage, I can already see how very valuable it is to work in an institution that allows such a comprehensive range of activities.

The second remark on policy concerns the question of the weighting of "theory and research" versus "practice" in the activities of our center. Here I visualize our position as follows: on one side there is a block of activities which I would describe as basic research in linguistics, psychology, sociology, literature, French, English, and so on. On the other side are the activities of teaching and learning as they occur in schools and colleges, in adult education, on radio and television, in films, and, informally anywhere. Between these two blocks is a small unit. This is the position of the OISE Modern Language Center.

Basic Scholarship	OISE Modern Language Center	Teaching and Learning

Arrows are drawn from and to "basic scholarship" and from and to "teaching and learning". This indicates the central position between theory and practice and the to and fro, the mutual interrelationship, that I hope will inspire our activities.

We must certainly concern ourselves with the problems and questions that arise directly in the schools. Our raison d'etre is to contribute to the improvement of language teaching in the educational system. I hope that teachers and others in the school service will work with us and allow us to share their problems and questions. Indeed, I expect teachers will not only come as students, but also will work with us on certain assignments. I should very much like to see our center making a direct contribution to language teaching programs and activities at any grade level. We need regular communication with teachers in the schools, with those who organize language teaching at the provincial or regional or local level, with teachers' associations, publishers, and others interested in second language teaching. I share the desire of all those who do not want this center to become an "ivory tower".

However, I am sure that we in the center would make a mistake if we became completely involved in the day-to-day problems of the schools. We can give far better service if we are prepared to interest ourselves equally in theory, research, and the basic disciplines that support and sustain the work. In other words, our policy has a twin orientation: it is concerned with both theory and practice. It must be systematic and not shun scholarship. While we must be in touch with the problems of the schools, our distinctive contribution ought to be theory, research, information, ideas, and experimentation.

This is why I believe that we must organize ourselves in a systematic and discipline-oriented fashion. We will have to cover two major areas in our activities; one of these can be described as the general study of language teaching and the other as the study of different languages. The general study of language teaching comprises the basic disciplines which support all language teaching, such as language-teaching theory, linguistics, psycholinguistics, sociolinguists, the technology of language teaching, testing and evaluation, and possibly also the study of literature. In the second area, the study of different languages, we must for practical reasons give preference to French and English taught as second languages, but this does not mean that we exclude other languages. The interests to be covered are primarily the study of the contemporary language and work on teaching materials, tests, and methods of teaching for that particular language.

Although we start from this discipline orientation, we do not, of course, concern ourselves with the full range of each of the disciplines, such as linguistics, or French, or English. Throughout, the limiting factor for us is the interest in second language teaching. However, we may interpret our terms of reference very widely because we ought to shun a narrow vocationalism. We believe that, by providing a discipline-oriented approach, we can give better problem-oriented service than if we set about the organization of the language center in a piecemeal ad hoc fashion and merely responded to this or that need or demand arising from day to day. Moreover, it is clear to me that it would not be possible to interest good staff to join us, unless there is an interesting area for them within which to work as teachers and scholars.

IMMERSION IN PERSPECTIVE

In the past few years, several Canadian researchers have investigated immersion programs: Lambert and Tucker (1972) studied the St. Lambert program in Montreal, Edwards and Casserly (1976) the immersion programs of the ORCSSB, and Swain and Barik the immersion program of the Toronto Board of Education (Barik and Swain, 1976a), the OBE and the CBE (Swain and Barik, 1976), and the partial immersion programs of the Elgin County Board of Education (Barik and Swain, 1976b) and the Peel County Board of Education (Barik, Swain, and Gaudino, 1975). The findings of each research team have been similar: the children learn French without undesirable consequences.

A number of educators and psychologists have, however, expressed skepticism. Their argument runs as follows: a child who is constantly exposed to a second language at school cannot have as rich an educational environment and cannot express himself as freely or as effectively as he would in an English program. (1) Immersion, it is claimed, can be disorienting, emotionally damaging, and intellectually stultifying. That the three research teams did not reveal such effects is unconvincing in the eyes of these critics. The conventional tests employed, they argue, are too insensitive to show the negative psychological and cognitive effects of immersion.

With the increase in the immersion program, other questions have been raised. What effect does the 'Frenchification' have on the Anglophone staff? Is there a backlash effect developing on the part of non-program participants (teachers, administrators, parents, students) which may lead to alienation and other emotional effects on program participants?

Let us assume that the pilot immersion programs are as harmless and as successful as is claimed by their supporters. Does this mean that immersion should dominate the educational system? Certainly not. The extent to which immersion is adopted involves a value judgment about the worth of bilingualism and a judgment of the relevance of immersion programs to the local setting.

On the other hand, suppose some evidence appears that supports the fears of the critics about possible negative effects of immersion programs. Would this be a reason to condemn the programs completely? Not necessarily. If bilingualism is worth acquiring in school, it is up to the educators to find means of overcoming any negative effects.

In short, research cannot provide the whole answer to the concerns of administrators. I can indicate the successes of immersion and

---

[1] It is often not recognized that children in immersion programs at the primary level are not forced to speak in French, but may express themselves in English when the need arises.

point out the problems or difficulties involved. It cannot, and should not, say whether bilingualism is worth having and what place it can be accorded in the system. This is a value judgment the policy maker must make.

It is important to place the immersion issue in perspective. An immersion program must always be considered as one option among others. In the Ottawa-Carleton Project, many options are being experimented with, and each must be examined with an open but critical mind in relation to the objectives of the program concerned.

Introduction

There seem to be two commonly held views of the relationship between research and teaching. The first is roughly as follows: theoreticians and researchers formulate theories, develop concepts, and carry out 'pure' research within certain disciplines. The findings of these studies are 'applied' in education and lead to an improvement in classroom performance. Therefore, if research is funded, this will in due course pay off by better teaching and learning.

The second view can be expressed in this way: an educational need, demand, or deficiency is discovered by politicians, educational critics, the educators themselves, or the public. A funding body sets up a research fund which stimulates research and theory related to this need, demand, or deficiency. The findings are applied in the field of educational practice and the need is met, the demand fulfilled, or the deficiency removed.

However, it is often found that the expectations associated with these views are not fulfilled. Educational practice has not necessarily been visibly improved in spite of generous research funding and a high level of research activity. Questions, then, begin to be asked as to where the fault lies. Has the wrong research been funded? Have the researchers done a bad job? Has there been a defect in communication between the theoretician-researcher and the practitioner? Have the implications and limitations of research results been fully understood? Is the practitioner at fault by failing to adopt what research can offer? Are there other influences at work which override the effects of research? Is the conception of the relationships between research and practice at fault? Should there perhaps be less emphasis on research?

There are a number of reasons why second or foreign language teaching is a good choice for a case study of these issues: (a) language learning has baffled educators for centuries; (b) there has been a research tradition for over a hundred years; (c) there have been vigorous developments over the last 30 years in linguistics, psycholinguistics, and sociolinguistics linking these disciplines to language teaching practice.

The purpose of this paper, therefore, is to explore the impact of research upon language teaching.

Research in this context includes studies in the language-related disciplines of linguistics, psycholinguistics and sociolinguistics, as well as studies undertaken within the framework of educational research. In addition to empirical and experimental investigations, we have taken into account theoretical developments which we or other applied linguists and language teachers have regarded as important for language teaching. We have thus not confined ourselves to studies prompted by the wish to improve or expand second language instruction.

At the same time we have had to be selective, and this paper should not be read as a full appreciation of all aspects of research which might have relevance for language teaching. It is not a comprehensive research review, but rather an attempt to focus by way of example on some studies, aspects, and trends which, in our estimation, throw light on the development of a relationship between the language sciences and language teaching. (1)

We considered the question of how to demonstrate conclusively the impact of research upon second language instruction, and found ourselves in sympathy with the point of view expressed by Clifford (1973:3): "To establish the facts of the impact of educational research upon teaching itself, to advance quite certain proof, and to reconstruct a relationship of cause and effect is a near impossibility. If either the praise (including contracts, royalties, promotions) or the blame accorded educational research depended on the existence of hard data on its impact upon schools, there would be little of either."

In considering what would constitute an impact, we came to the conclusion that the ideal pragmatic test would be to be able to show that as a result of research in, say, some aspects of linguistics, the quality of instruction was noticeably enhanced, its availability increased, or the achievement of students in the foreign language better than that of students who had been taught without the benefit of the research input. But achievement in a language is dependent on many factors. If we regard achievement in learning as dependent on the factors identified by Carroll in his model of school learning (Carroll, 1963a), and if we add to these the factors that he has identified as specific to foreign language learning (Carroll, 1969b), it would be difficulty or probably impossible to isolate the specific effect of research. (2)

For these reasons, we believe that we must be extremely cautious in claiming an impact of research on language learning. On the other hand, we have tried to bear in mind that we can also look for the impact of research in other directions: in addition to exercising an influence on the classroom practitioner and student, research might affect the policy maker, curriculum developer, writer of teaching materials, supervisor, adviser, language teacher trainer, or the general public.

The nature of the impact may be in the form of information that as a result of research appears in the design of course materials, in teaching strategies, and so on. For example, it is noticeable that in older 'pre-scientific' teaching grammars very little distinction was made between spoken and written language usage. To the extent that teachers or textual materials now make this distinction, it can be said that linguistic research has made an impact.

Research may also show itself in a more abstract form in the theory of language or language learning or in the concepts of language pedagogy. Thus, if a teacher makes a distinction between his students' competence and their performance, this formulation is likely to be influenced by a conceptual distinction made in linguistics by Chomsky (1965).

The influence of research may also be to provide the practitioner with explanations rather than to give him new information, concepts, or theories. The research findings create a conscious understanding of something previously felt intuitively. It is not necessary for the findings to be totally new; they may simply be an aid to making sense of what is happening in language teaching (Clifford, 1973). For example, language teachers have for many decades been torn between focusing their teaching on linguistic forms or paying attention to meanings and to the overall context within which the language is used. Likewise, the different ways in which the research focus can be restricted to linguistic form or widened out to include meaning and social context have been major issues in the development of linguistic theory and research. What has been intuitively felt by language teachers has been conceptualized by linguists. To the extent that this conceptualization is recognized as the same dilemma in language teaching, one can acknowledge an impact: linguistic theory leads to heightened awareness.

More indirectly, research can influence attitudes toward the problems of language teaching: it invites a questioning outlook, suspension of judgment, caution, and a search for evidence.

Lastly, research can have bearing on decision making in language teaching. Under this heading, research rarely speaks with absolute authority. It puts before the decision maker options or possibilities. It may indicate how much is known and to what extent our knowledge is assured. One of the indictments that has been made of existing language teaching research is that on crucial issues it has not given the decision makers sufficiently firm knowledge, e.g., on the question of an optimal age for language learning, or on methods of language teaching.

In this study, we begin with a brief historical sketch, in order to give some perspective to current developments. Next, recent linguistic and sociolinguistic influences are examined in some detail, followed by a consideration of psychological and psycholinguistic research. A short section concentrates on a few examples of educational research. We have also paid attention to organizational mechanisms through which the language sciences and language teaching have been related to each other. In the final section we attempt to evaluate the interaction between language research and language teaching.

Throughout this paper the phrase 'second language (or L2) teaching' is used as a general term to refer to all kinds of formal instruction in languages other than the 'mother tongue'. For the purposes of this article it is not necessary to make a distinction between 'second' and 'foreign' languages. The terms 'language pedagogy' and 'language education' also refer to second language instruction.

The paper is based mainly on developments in North America, but also considers broad international trends. The relationships between the language sciences and language pedagogy in Europe and the Soviet Union have been discussed in detail by Lewis (1974), while several reports by the Ford Foundation (e.g. Fox, 1974, 1975; Ford Foundation, 1975) provide information on other parts of the world.

7. Review and Assessment

The impact of scientific research on an educational activity can be seen partly in the influence of great men of science. Such men leave their mark on a discipline, e.g. psychology, and as a result of the importance of that discipline for education, may transform educational theory or practice in a decisive way. After they have exercised their influence, it is hardly possibly any longer to think about the relevant aspect of education in quite the same way as one did before. Men like Dewey, Thorndike, Freud, and Piaget have had this type of deep-going influence on educational thought in the twentieth century.

Sometimes it is not so much a person as a dominant scientific concept, technique, or theory that has made an impact on education. Such is the case with the concept of intelligence, the notion of the I.Q., and more generally the mental testing movement. These have influenced, among other things, educational assessment, the definition of educational objectives, the development of an instructional technology, and the organization of instructional groups.

Then again, there is a third way in which scientific developments can influence educational practice, and it is this kind of influence that is illustrated by the present case study of the impact of research on language teaching. There is no one scientist who can be singled out as having exercised a decisive influence, nor can we pinpoint any one scientific concept which has been crucial for language teaching. Rather, language pedagogy has experienced the impact of research in a much more general way. Over the past hundred years the developing language sciences have made an immense impact on all phases of language teaching, and particularly in recent decades. It is no longer possible to think or talk about language pedagogy or to make decisions in this field without taking note of their pervasive influence. This is not to say that there are no great figures whose contributions can be identified. Among earlier linguists, Sweet, Palmer, and Jespersen stand out as pioneers, and in more recent decades Bloomfield, Fries, and Chomsky among linguists, and Carroll among psychologists can be singled out in this way. Nor can it be denied that specific language-related theories, techniques, and concepts have made their way into language teaching: the phonetic alphabets of the 1880s, the concept of linguistic structure in the 1940s, such notions as 'habit' and 'skill' in the 1950s, 'competence', 'performance' and 'creativeness' in the 1960s, and 'communication' more recently. But, throughout the hundred-year period that has been reviewed in this case study, it is much more the influence of the language sciences as a whole than the impact of a single figure or concept that has been felt in language teaching.

In attempting to assess the merits and demerits of this prolonged contact between the language sciences and language teaching, we cannot proceed as if we were assessing something that was deliberately planned that way and could therefore be turned on and off at will. Retrospectively, we can examine the evolution of the relationships -- as we have done in this case study -- and ask ourselves how it came about, whether the influence has been beneficial or not, and whether now that we are more conscious of the effect of certain influences, we can henceforth deliberately shape the relations between language research and language teaching and thus enhance their effectiveness.

After events have taken place one is inclined to take them for granted. Thus, we do not question the prolonged interaction between language research and language pedagogy. In some ways, it is surprising that the impact has been as great as it has. What, then, brought language teaching and research together? Research has not come into language teaching as the result of an overwhelming clamor from language teachers. While the language teaching profession has, on the whole, long been aware of difficulties and failures in their endeavours, in seeking solutions the tendency until recent decades has been to speculate, to rely on personal opinion and experience, to try out new methods and institute reforms mainly on a trial-and-error basis, and to resolve ideological conflicts by polemics and debate. Nor did the development of linguistics point inevitably to language teaching as an obvious field of application. Between the thirties and fifties, linguistics as a relatively new science was more concerned with establishing itself as an autonomous field of study than with applications. However, when in the early 1940s the need arose for practical applications of linguistics in language teaching, linguists were eager to demonstrate the relevance of their discipline. Returning then to the question of what has brought language teaching and research together, we believe it is largely the failure of language teaching to solve its persistent problems in any other way. And it is the equally persistent need and demand to come to grips with these problems that has brought about an ever closer and more regular association between language guage research and second language teaching.

We may now inquire what the benefits of this association have been. Has it led to more effective language teaching? If we adopt a very critical view of the relations between the research and the practice we have reviewed, we find very little concrete evidence which would associate specific improvements in language learning with specific results of research. If we compare the effects of language research with the effects of agricultural, pharmaceutical or industrial research, we find that the evidence equivalent to an increased crop yield, a complete medical cure, or heightened industrial productivity is lacking in language teaching. The easiest excuse to give would be that the input-output model used in other kinds of applied research is not applicable. It is indeed perhaps unjustified, as Macnamara (1974) has pointed out, to judge the results of language research with the yardstick of commercial productivity. (15) Nevertheless, we want to be assured that there have been true benefits from the research activity, even if they cannot be measured accurately. This case study would seem to indicate that the impact of language-related research has generally been positive, while the dramatic advances in language teaching that some had hoped for have not materialized and some distinct problems have arisen. In making an overall assessment of benefits and defects, we have to bear in mind the cautions already expressed in the introduction: it is not possible to provide incontrovertible evidence as proof of particular assertions.

7.1. The Impact of Linguistic Theory

In our opinion, theoretical linguistics has benefitted language teaching by creating among language teachers an awareness of language beyond the particular language taught. There is today a much clearer understanding than there used to be of what it is we are doing when we teach or test a language. As we observed in the brief historical review, there were of course exceptions in the earlier stages of language teaching theory: Gouin and Palmer, for example, had highly developed theories of language well before linguistics as a modern science had evolved. But their theories were of an ad hoc nature. In the modern era, language teachers have a body of theory to refer to. This is a great asset. On the whole, language pedagogy has attempted to absorb the developing linguistic theories into its own language teaching theories. Consequently, in more recent writings on language teaching and in course materials, we have observed the shift from traditional grammar to structural linguistics and more recently to transformational grammar, and in present-day thought we can see the rising interest in semantics and sociolinguistics.

The constant changes in theoretical interests, emphases, and formulations have, however, presented problems. They have raised questions in the minds of both language teachers and theoretical linguists. How far can language teaching be guided by linguistic theory? To what extent do these changes make more than a superficial contribution to language teaching practice? Because of the violent controversies in linguistic theory during the 1960s, this problem has been discussed repeatedly between 1966 and the early 1970s. In general, the advice that language teachers have been given is to adopt an independent stance towards linguistic theory. This is, however, much more easily said than done, because in order to choose from the many ideas in linguistics and psycholinguistics, the teacher must have a much more wide-ranging and sophisticated knowledge of the language sciences than it is fair to expect.

Another problem can be illustrated by the recent growth of sociolinguistics. This relatively new field epitomizes the problem of relating new theory and research to language teaching. Sociolinguistics, as a growing field of study, is transforming our view of language; it is an area which in principle is highly relevant to language teaching. However, theoretical insights outdistance our capabilities to turn them into practical teaching ideas. As so often happens, linguists have developed new concepts and formulated a new model, such as the model of the speech act; but there is, as yet, little data to support it, let alone data for the commonly taught languages. Yet, we are already clamoring for teaching materials embodying these new ideas and modifications in procedures.

Here lurks the danger that language teaching has run into again and again in its relationship to theoretical linguistics (as well as psychology). There is a shift in theoretical outlook, perfectly legitimate in the development of scientific theory. To accommodate it -- or rather, to keep up with the Joness -- language pedagogy may have made slight adjustments in its techniques, and a few new terms have been sprinkled across the old fare without any fundamental rethinking of the relative importance of the new concepts in relation to the established practice. This is not always so, but at times these changes may be quite superficial and leave language teaching not very much the wiser. Such are the dangers. On the positive side, however, linguistic theory challenges our view of language and can in the long run have a profound and beneficial influence on the curriculum content and the treatment of language in language teaching.

7.2 The Impact of Descriptive Linguistics

The relevance of descriptive linguistics was fully realized and acted upon by linguists of the 1940s. For example, much current teaching of English as a second language is still based on the research done by Fried and Lado in the 1940s and 1950s. Contrastive analysis was an attempt to bring descriptive linguistics even closer to the needs of language teaching. To be sure, descriptive and contrastive linguistics have suffered something of an eclipse as a result of the preoccupation with theory-building between 1965 and 1970, but language teaching cannot do without descriptive investigations it it is to remain up-to-date, authentic and reliable. Fortunately, some linguists have not been too much influenced by the changing theoretical emphases and have been prepared to continue a task in which they believe. Otherwise we would not have such recent works of descriptive scholarships as A Grammar of Contemporary English (Quirk et al, 1972). Description is particularly necessary today, even in the languages which are most widely taught, because contemporary views of language are broadening and include an understanding of sociolinguistics and cultural aspects. The fact that this kind of research is in short supply illustrates the problem that priorities in linguistics do not necessarily coincide with those of language teaching.

Several applied linguists across the world have tried to come to grips with the further problem of making language descriptions accessible and useful for language teaching. Some have suggested a data bank of linguistic information so that the course writer or teacher has a source of reliable and up-to-date linguistic information constantly at his disposal. The data of course cannot remain in a data bank alone; hence the idea of a 'pedagogical grammar' and of a 'sociolinguistic and sociocultural guide', which would serve as a pool of ordered information on language, society, and culture and would provide a necessary intermediary between theoretical and descriptive research and curriculum development.

7.3 The Impact of Psychology and Psycholinguistics

The influence of psychology and psycholinguistics has taken a different direction from that of linguistics. While in the latter field, new concepts have been formulated without specific regard for second language teaching and have then been adopted or tried out in language teaching, psychological research has been more responsive to specific problems in education and has sought to confirm and refine notions commonly accepted in the language classroom. Thus, the ideas of a 'talent for languages' or 'will to learn' were not invented by psychologists but have been defined more precisely in terms of the concepts of aptitude and motivation, and can now be related in a more conscious way to other factors in the psychology of language learning and of learning in general. The earlier failure of psychology, and to a certain extent psycholinguistics, to recognize the process of second language learning as a problem of theoretical interest has until recently held up progress in the development of a theory of second language learning. In this context, it is noteworthy that psychologists did so little for so long to modify the oversimplified view of language learning that has been widespread in language pedagogy. But this deficiency is now being remedied.

Among important contributions we should stress the following: (a) The understanding of second language skills (comprehension and production) has been deepened by psycholinguistic analyses. (b) The study of first language acquisition has stimulated empirical investigation of the question of whether first language acquisition can serve as a model for second language learning. (c) An important issue now receiving attention is whether there are developmental sequences in first and second language learning to which language teaching should be geared. (d) Certain learner characteristics -- aptitutde, motivation, and individual learning styles -- have been investigated and their relationships to each other and to ultimate success in language learning are now better understood. (e) Recent studies of the learning process itself can be expected to lead to important new insights.

On the other hand, some of the mot vital issues remain unresolved: (a) The optimal age issue is still controversial. (b) The widespread failure to learn a second language, although empirically obvious, remains theoretically as puzzling as the inevitability of first language acquisition. (c) Questions about individual differences in language learning and language learner characteristics are still open and (d) the psychological bases of many second language teaching echniques are not clear.

Overall, the contact with psychology and psycholinguistics has contributed concepts, models and basic theoretical positions; it has defined important questions and has suggested possible interpretations. The total volume of psychological and psycholinguistic studies has indirectly created a greater sensitivity to various psychological factors in language learning.

7.4 The Impact of Educational Research

A last major way in which research has made an impact on language teaching is through studies in institutional settings. These studies have demonstrated that research is not necessarily done elsewhere and then 'applied' but it can deal directly with the issues of language teaching in the classroom. In the past, as was pointed out, language teaching questions were not investigated with research methods. Thanks to this group of studies there is wider recognition that a research component may have something to contribute to every phase of the language teaching operation and may assist in decision-making. In all, these studies have yielded a much more realistic understanding of language teaching. (16) The research has made clearer what the options in language teaching are. It has provided a sobering check on the claims, often the wild claims, that language teaching innovators and theorists have been in the habit of making. A far less dogmatic view of teaching methodology has spread. One would be hard put to it today to claim that any narrow set of techniques, specific technological invention, or particular starting age is the 'open sesame' of language teaching. In spite of the violent controversies that have surrounded such research, the sobering findings of studies such as the Pennsylvania Project or the Keating Report have largely been confirmed by the test of time.

7.5 Assessment of Mechanisms

The language sciences have as their focus of interest language and language behavior in general; that is their strength. But from the point of view of language pedagogy, it is also a weakness, it is in the nature of language teaching to be concerned with a particular language. Thus the problem is that those who are concerned with language in general do not themselves teach languages, while those who teach individual languages lack the general theoretical background that would make them more responsive to language teaching research needs.

It is our contention that in order for language research to make a substantial impact on language teaching, it must eventually capture the interest of those directly concerned with the teaching of particular languages in schools and universities. Retrospectively, it appears to us, it is the failure of modern language departments in universities throughout the world to have radically revised their role in language research and language education that is the single most important cause of the discrepancy between language research needs and the systematic provision for research and training.

Where, then, did the initiative come from for relevant research done so far? Governments, the charitable foundations, the university departments of psychology and education, and newly created departments of linguistics have to a large extent displayed the initiative that the language departments, with a few exceptions, appear to have lacked. But governments are subject to political pressure; their language interest may rise and fall in unpredictable ways, and research funding, while it has often been unexpectedly generous, may become too erratic to allow for the continuing growth that is needed. There may, for example, be a preference for funding projects which have high 'visibility' or which promise to produce 'instant' results, rather than studies which fit into a planned framework that often takes several years to develop. For a psychology or a linguistics department, second language learning can only be a partial interest if it is not to unbalance seriously their general terms of reference. Under these circumstances, it is surprising how much has so far been achieved in building up, in different places across the world, a research effort and theoretical discussions of considerable scope.

7.6 Models of Interaction

The history of the relations between the language sciences and language pedagogy examined in this case study reveals the problems of relating research to teaching and also shows what attempts have been made to resolve these problems. The various lines of thought that have been pursued can be summarized as four different models.

1. The separation, or 'hands off' model. Language teaching is one thing. Language teachers follow a tradition which has its own psychological and linguistic positions; decisions are made without reference to linguistics or psychology. Linguists and psychologists, equally, follow their own paths and do not expect their theories and researches to be relevant to language pedagogy e.g. Chomsky, 1966).

This model has the merit of firmly recognizing that researchers and teachers fulfill different functions and should not be viewed in a relationship of dependence upon each other. On the other hand, it overlooks the fact that language teaching presents problems which can be of theoretical interest to researchers and that linguistics or psycholinguistics may produce findings of interest to language teaching. It also fails to recognize that researchers and teachers live in the same intellectual climate. If they speak a common 'language' they can share and exchange thoughts and problems; for language research and language teaching have after all much in common.

2. The application model. Linguistics and psychology provide scientific concepts, theories, and attested information which can and should be applied in language teaching. On the language teacher's side, there is an expectation that these concepts, theories, and data will be provided and will modify and improve language teaching. In this model, which is the most widely adopted one, the question is how best to regulate the form of application. This view was recently made explicit in Corder's Introducing Applied Linguistics (1973). According to Corder the relationship is a strictly defined one-way street: "The application of linguistic knowledge to some object -- or applied linguistics, as its name implies -- is an activity. It is not a theoretical study. It makes use of the findings of theoretical studies. The applied linguist is a consumer, or user, not a producer of theories." (p. 10) In this conception, applied linguistics is a specific mediating activity which in specific ways contributes to the total

language teaching operation at different levels. At the highest and most general level, it is up to government authorities to decide whether to teach languages at all, which language to choose and to whom this language is to be taught. At this level the contribution of applied linguistics is confined principally to the kind of information that is provided by language planning. Applied linguistics comes into its own at the second level which is concerned with "what to teach, when to teach, and how much to teach"; for according to Corder, applied linguistics "has to do with the devising of syllabuses and materials for carrying out the intention of education authorities whether local or national." (1973:13) The third level is primarily that of a classroom teacher where the scientific input is likely to be mainly psychological and pedagogic. In other words, the contribution of research is strictly defined: it is sociolinguistic at the highest level, linguistic and sociolinguistic at the second level, and psychological and pedagogical at the third level.

3. The resource model. Linguistics and psycholinguistics systematically investigate aspects of language, language use, and language acquisition which can be regarded as a resource basis for the teacher to draw on. The language teacher in this model expects relevance but takes the initiative in seeking out and selecting aspects of linguistics and psychology. This model is the one recommended by Allen when he writes: "As teachers we should be prepared to study linguistic grammars of all types, and to select from them whatever seems to contribute, from a teaching point of view, to what Palmer calls a 'complete and homogeneous' system of presentation" (Allen 1974:91). On the positive side this model assigns to the teacher the active role of selecting from what is offered by the language sciences, the theories, concepts, and information he requires. On the other hand, it presupposes a discriminating understanding of the whole spectrum of the language sciences, probably too demanding a task. In order to develop his own applications, the teacher must know what are the right questions to ask, where the information can be found, and which information is applicable and which is not. The recent history has shown that this can lead to random picking of tidbits and to misleading misinterpretations of scientific concepts out of context.

4. The common ground or convergent model. This model combines features of the three previous ones and is the one which we favor. Linguistics and psychology are recognized as activities in their own right following the impetus of their own theories and research traditions. Language teaching also exists in its own right and has it own traditions. But the language sciences have something in common with language teaching; they are concerned with language, language acquisitions and language use. The language sciences provide theories, develop concepts, collect and order information. Language teaching as a practical activity for its part has its own theories, concepts and data. But it requires information and it reveals problems which can stimulate research and theory. Research, theory, and practical activity can support each other. The relationships is most productive if it leads to interchange between theoreticians, researchers and practitioners.

Bearing these different models of interaction in mind, we can now place language pedagogy in the wider context of research in its relation to education in general.

8. Conclusion

There is a movement in foreign language teaching theory -- and in curriculum studies generally -- which rejects what it believes is the heavy hand of research disciplines. A recent book on language teaching by Jakobovits and Gordon (1974) seeks to liberate the language teacher from the "tyranny of irrelevant expertise", claiming that "the 'expert' and his research have been elevated to totally unrealistic levels of respect and adoration", (p.85) and that "This deference to an all-powerful research divinity is entirely misplaced." (p.86) Jakobovits and Gordon maintain that the teacher should be able to rely much more on his own resources and not be dependent on the directions of experts and supervisors: "A clear distinction is to be made between 'basic research' and 'applied research'. Basic research is esoteric, specialized, and inaccessible to the teacher. To be a consumer of it, to be dependent upon it means to be subjugated to the authority and expertise of others. It means giving up the freedom of choice in favor of faith and trust in the technocrat who very often is far removed from the realities and needs of the classroom, and in any event, is not the person who is held 'accountable'. (p.83)

Having liberated the teacher from this external tyranny, Jakobovits and Gordon do not completely reject the techniques of the research disciplines but they advocate that the teacher should apply these himself in the search of his own solutions. That is to say, the teacher as a fully responsible professional person applies whatever teaching or research technique is appropriate in a given situation (e.g. p. 96). In effect, they recommend what we have called 'the resource model'.

This approach is similar to the rejection of the 'theoretic' and its replacement by deliberation (or planning) as a preparation for policy and decision making, which has been recommended by Schwab (1970) as the appropriate 'language' for curriculum. But, as Roberts and Connelly (1975) point out: in order to deliberate, the teacher must have something to deliberate about, and he must have the necessary conceptual and analytical tools to work with. Therefore, the rejection of the theoretic (in Schwab's terms) or of basic research by Jakobovits and Gordon is not a rejection of the basic disciplines as such. It is a change in the relations between theory, research and practice. The practitioner is no longer viewed as the passive recipient of an external expertise. He himself becomes the 'expert' who makes use of basic knowledge, theories, concepts or research findings as needed in policymaking, teacher training, materials development, and so on.

However, as has been remarked earlier, the practitioner frequently lacks the theoretical background and access to the information he needs to use these resources adequately. The education of the language teacher, therefore, and the intermediaries between fundamental research, theories and language pedagogy assume special importance in developing this relationship, and are ultimately vital for the improvement of language learning.

This case study illustrates the conditions that need to obtain for research and an educational activity to be mutually beneficial. In order to benefit from a science, the educator must regularly and critically scan and review the science in question. The scientist who claims to influence the educator with his scientific theories and research findings must try to understand the educational activity in its full complexity as it occurs. However, the impact is less productive if the science imposes itself on the educational activity, or if its dictates are uncritically accepted by the educator. Briefly, the conclusion we have reached is that the relationship between research and practice is most fruitful: (a) when the scientist recognizes the full scope of the educational activity in its own right, (b) when the educator, in turn, recognizes the scope of the scientific discipline in its own right, and (c) when the relationship is seen as a dialogue between educator and scientist and not as a monologue by either.

Modern Language Centre,
The Ontario Institute for Studies in Education,
Toronto

APPENDIX D

Announcements of Establishment and Purpose of the Task Force on Impact

1. Letter to OISE faculty D1

2. Letters to Principals of all Ontario schools D4

3. Letters to professional and education associations D11

DEC 11 1979 D1

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641
OFFICE OF THE COORDINATOR OF RESEARCH AND DEVELOPMENT

7 December 1979

A SPECIAL REQUEST FOR FACULTY PARTICIPATION

As you are no doubt aware, a Task Force on OISE Research and Development and Field Development has been established to examine the impact of OISE research, development and field development on the various "contact" groups of the Institute.

The Task Force is composed of:

Dr. N. L. Gage
Dr. Torsten Husén
Mr. J. W. Singleton

The study is restricted to the research, development and field development activities of the Institute and more specifically to the impact of these activities. Impact is defined as an effect on an individual or group of individuals, either direct or indirect. Obviously such an effect can be positive or negative.

The Task Force has limited time and resources to complete its work. A meeting was held a month ago to frame the structure of the study and to establish the data base required. Further meetings will be held in February and in May. It is expected that the report will be available in June, 1980. Such limitations preclude an in-depth study and analysis such as one might ordinarily wish to undertake, particularly since the study is over much of the life of the Institute with special emphasis on the quite recent past.

However, the Task Force is convinced that a sound report can be made on judgmental conclusions, provided an adequate data base can be established.

The concept of canvassing all teachers, all trustees, all supervisory officers, all community college staff etc., has been rejected as wasteful and possibly counter-productive. Instead, concentration will focus on identifying activities which could be expected to have had impact and on relating these projects with individuals in the field who have had involvement or contact with the activity.

.../2

By use of questionnaires and other approaches, we hope to obtain some insight into OISE research, development and field development activity from a user's point of view.

OISE faculty can assist with the study in two ways: (1) by identifying users of OISE services and products, and (2) by providing detailed information on their own work. An individual request for the latter information will be forwarded to you at a later date. At the present time we are asking your assistance in identifying persons outside OISE who can provide evaluation and comment on their own experience with the Institute. We are hopeful that this request will generate several thousand names; indeed our plans for assessing impact on the educational enterprises of Ontario are premised on that expectation. Therefore, we would ask you to be as thorough as possible in identifying persons or groups with whom you have worked.

The identification of "users" should not be restricted only to those who have participated in formal projects and studies, for some of the Institute's high impact has come from staff participation in workshops, P.A. days, discussion groups and even telephoned advice. The key to identifying these users is the very active participation of the faculty of the Institute who have established such contact.

Please complete the enclosed information sheets; you may, of course, have several projects or activities to report. Also enclosed, for your information only, are samples of the actual questionnaires that will be sent to named participants. One is intended for persons or groups involved in formal projects; the other will go to those who have attended workshops, conferences, etc.

The R&D Office will prepare questionnaires for individual users, abstracting from the information you have provided for each project or activity, and will forward these to the named users/participants. This procedure has been adopted so we will have records of all questionnaires sent out (for follow-up purposes), to ensure that the appropriate questionnaire form is sent, and to eliminate situations in which one person would receive a number of identical questionnaires--e.g., from co-investigators or speakers regarding the same project or workshop.

It is recognized that this request is an imposition on faculty. However, the report of the Task Force will be directly related to the quality and quantity of the data base provided.

It is also recognized that other better methods might be used had we longer time or more financial support. Within the given constraints of time and money, the Task Force is convinced that a report of some value can be developed primarily by these contacts (and other analyses of other data), supplemented by individual presentations initiated from the field, regional meetings, and a limited number of personal interviews.

.../3

The only possibility which is a cause for concern is that the list of contacts submitted by faculty members might be quite limited. If such were the case, the conclusion would have to be drawn that either the impact, as measured by the small number of contacts, is quite small or the faculty, not sharing our concern of the importance of the study, has not agreed to provide the broad data base requested at the local level. Either conclusion would be disastrous to the study.

It is recognized that many individuals, both within the Institute and outside, have considerable knowledge of the research processes and the effects of the Institute and may have a desire to make individual presentations. Such presentations may be in writing or by personal discussion. Mr. Jim Singleton will be available to receive such presentations. Personal interviews should be arranged by note or by telephone (923-6641, Ext. 711). The R&D Office of the Institute is the collecting point for such communications.

The final report should produce a series of conclusions and recommendations which will affect the research, development and field development endeavours of the Institute in the future. The extent to which it will accomplish this goal will be most strongly influenced by the quantity and quality of the data base which is assembled for consideration of the Task Force.

Your cooperation is quite essential.

Sincerely yours,

JW Singleton

James W. Singleton
Task Force on Impact

JWS/th
Enclosures

D4

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

TO: THE PRINCIPAL

RE: TASK FORCE ON IMPACT OF OISE RESEARCH, DEVELOPMENT AND FIELD DEVELOPMENT

The Ontario Institute for Studies in Education has established a Task Force on the Impact of OISE Research and Development and Field Development. The purpose of the study is to examine the nature and extent of the effect of research, development and field development activity on the various groups which have had contact with the Institute since the Institute was founded, with particular emphasis on the recent past. Findings of this study are expected to identify activities that are most fruitful and to provide the basis for recommendations which could indicate areas for improvement and future directions.

The Task Force is composed of:

Dr. N. L. Gage of Stanford University, U.S.A.

Dr. Torsten Husén of the Institute for International Education, Stockholm, Sweden

Mr. J. W. Singleton, retired, Ontario.

The Ontario Institute for Studies in Education carries out activities in three main areas: Graduate Studies, Research and Development, and Field Development. The nature and interplay of the last two areas is the subject of this study.

The object is to examine the impact of research, development and field development on the various groups which have had contact with the Institute. Impact is taken to mean any effect, both direct or indirect, on individuals or groups of individuals. Among the "contact" groups are schools, principals, teachers, federations, trustees, supervisory officials, and the Colleges of Applied Arts and Technology, as well as the national and international community of scholars.

The Task Force has limited time and resources to complete its task since the report is expected in June, 1980. The members met last fall to establish the data base which is required for the study. A further meeting will be held in February and a final meeting in May of 1980.

.../2

These limitations preclude most normal research approaches and remove the possibility of an in-depth study and analysis. However, members of the Task Force are convinced that sound judgmental conclusions can be derived from detailed communication with individuals in the client groups. In pursuit of this approach, questionnaires have been designed to assess the impact (if any) of research and field development work.

The concept of canvassing all teachers, all trustees, or all schools, etc. in the province has been rejected as being wasteful and possibly counter-productive. Rather, an attempt will be made to identify and contact as many individuals as possible who have been involved in OISE research and field development activities. Through these individuals we hope to gain an insight into the impact or effect of OISE involvement. In addition, the Task Force will seek interviews with legislators and other people having special views on education.

However, assessment of the involvement of OISE ought not be restricted to formal projects or studies. Many activities of great importance to the health and welfare of local systems are carried on in less formal ways--at conferences, in workshops, through speeches and discussions, by telephone, etc. Contacts who might be affected by these approaches are also valuable to the Task Force.

It is recognized that many individuals, both within the Institute and outside, have considerable knowledge of the research process itself and of the effects of the Institute and may desire to make individual presentations. Such presentations may be in writing or by personal discussion. Mr. James Singleton will be available to receive such presentations. Personal interviews should be arranged by note or by telephone (923-6641, Extension 711). The Research and Development Office of the Institute is the collecting point for such communications.

The final report is expected to produce a series of conclusions and recommendations which will affect the research and development and field endeavours of the Institute in the future. The extent to which it will accomplish this goal will be most strongly influenced by the quantity and quality of the data base which is assembled for consideration of the Task Force.

Your cooperation is quite essential.

J W Singleton

James W. Singleton
Task Force on Impact

JWS/th

THE MEMBERS OF THE TASK FORCE ON IMPACT OF OISE

Professor N. L. GAGE

N.L. Gage is Professor of Education and Psychology and Director of the Program on Teaching Effectiveness of the Center for Educational Research at Stanford University. He is a past president of the American Educational Research Association and the Division of Educational Psychology of the American Psychological Association. The editor of the Handbook of Research on Teaching, to which he contributed, Gage also edited The Psychology of Teaching Methods, a Yearbook of the National Society for the Study of Education, and coedited (with W.W. Charters, Jr.) Readings in the Social Psychology of Education, a publication of the Society for the Psychological Study of Social Issues. In addition to Educational Psychology Gage is the author of Teacher Effectiveness and Teacher Education and The Scientific Basis of the Art of Teaching, and coauthor of Educational Measurement and Evaluation and A Practical Introduction to Measurement and Evaluation. He has served on the editorial boards of a number of journals and texts in educational research, educational psychology, and social psychology. A former fellow of the Center for Advanced Study in the Behavioral Sciences, he was a visiting fellow of the National Institute of Education, where he planned and chaired a National Conference on Studies in Teaching. Gage has also been a Guggenheim fellow and is a member of the National Academy of Education.

Dr. Torsten HUSEN

In 1971 Professor Husen became the first scholar appointed to the new chair in International Education at the University of Stockholm. Previously, he had been Professor of Education and Head of the Department of Education, University of Stockholm, and later Research Professor and Head of the Institute of Educational Research, School of Education, at that university. His extensive international service includes his positions as Chairman of the Governing Board of the International Institute for Educational Planning; Chairman of the International Association for the Evaluation of Educational Achievement; and as consultant to the Organization for Economic Co-operation and Development. The author of some fifty books and 800 articles; Dr. Husen has written on adolescence; ability and environment; curriculum content and evaluation in mathematics, physics, chemistry, and civics. Dr. Husen writings include Psychological Twin Research, International Study of Achievement in Mathematics 1-11, Educational Research and Educational Change, Talent Opportunity and Career, Social Differences on Educational Attainment, and The Learning Society.

Mr. J. W. SINGLETON

J.W. Singleton is the retired Director of Education for the Region of Halton. He is a past president of the Ontario Secondary School Teachers Federation, a former Chairman of the Ontario Council for Leadership in Educational Administration and a former past president of the Ontario Association of Education Administrative Officials. Mr. Singleton holds several awards for contribution to education and for educational leaderships.

VEUILLEZ AFFICHER DANS LA SALLE DES PROFESSEURS

D7

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

OBJET: COMMISSION D'ENQUETE SUR L'IMPACT DE LA RECHERCHE ET DEVELOPPEMENT ET DU DEVELOPPEMENT REGIONAL A L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (O.I.S.E.)

L'Institut d'études pédagogiques de l'Ontario a établi une Commission d'enquête sur l'impact de la recherche et développement et du développement régional à l'I.E.P.O.. Le but de cette enquête est d'examiner la nature et l'étendue des effets qu'ont pu produire les activités de recherche et développement et de développement régional sur les individus ou groupes qui sont entrés en contact avec l'I.E.P.O. depuis la création de l'Institut, mais surtout durant le passé récent. On s'attend à ce que le rapport de la commission identifie les activités qui sont les plus fructueuses et qu'il propose des recommendations aptes à suggérer des améliorations dans certains domaines et des orientations à venir.

Les membres de la commission sont:

M. N. L. Gage, Université de Stanford (E.-U.)

M. Torsten Husén, Institut d'études internationales,
Stockholm, Sweden

M. J. W. Singleton, à la retraite, Ontario.

L'Institut d'études pédagogiques de l'Ontario a une triple fonction: les études supérieures, la recherche et développement et le développement régional. La nature et l'interaction de ces deux derniers domaines forment l'objet de la présente étude.

Il s'agit d'examiner l'impact de la recherche et développement et du développement régional sur les divers groupes qui ont pris contact avec l'Institut. On entend par impact tout effet direct ou indirect sur les individus ou les groupes d'individus. Parmi les groupes contactés, il faut entendre les écoles, les directeurs d'école, les enseignants, les associations d'enseignants, les conseillers scolaires, les Collèges d'arts appliqués et de technologie, de même que la communauté nationale et internationale des chercheurs.

La Commission d'enquête dispose de peu de temps et de ressources puisque le rapport doit être soumis au mois de juin 1980. Ses membres se sont rencontrés à l'automne afin de définir les données requises pour l'étude. Une deuxième réunion doit se faire en février, puis une dernière réunion en mai 1980.

.... 2/

Ces limitations font obstacle aux méthodes normales de recherche. Elles excluent également une étude et une analyse en profondeur. Les membres de la commission sont convaincus que la communication en profondeur avec la clientèle de l'Institut peut néanmoins donner lieu à des jugements solides et fondés. C'est pourquoi on a élaboré un questionnaire apte à évaluer l'impact (s'il devait y en avoir) de la recherche et développement et du développement régional.

On a renoncé à l'idée de rejoindre la totalité des écoles, des enseignants, des conseillers scolaires etc., solution peu économique, voire même non productive. On a préféré plutôt identifier et contacter le plus grand nombre d'individus qui ont eu à faire aux activités de recherche et développement et de développement régional de l'I.E.P.O.. Nous espérons obtenir ainsi un aperçu de l'impact et de l'effet des activités de l'Institut. De plus, la commission d'enquête cherchera à interviewer des législateurs et des individus ayant une optique particulière sur l'éducation.

L'évaluation du rôle de l'Institut ne s'en tiendra pas seulement aux projets de recherche. Il y a beaucoup d'activités informelles importantes pour le bon fonctionnement des systèmes locaux ou organisations qui ont lieu lors d'ateliers ou de conférences ou encore par le biais de discours et de discussions, même de communications téléphoniques. L'évaluation du rendement de ces diverses activités peut être tout aussi précieuse pour la Commission.

Il y a sans doute bien des individus à l'intérieur et à l'extérieur de l'Institut qui ont une connaissance approfondie des méthodes de recherche et de l'influence de l'Institut et qui voudraient présenter un mémoire à ce sujet. Ces mémoires peuvent se faire par écrit ou en personne. M. James Singleton sera disponible afin de recevoir de telles interventions. On peut fixer rendez-vous par écrit ou en composant (416) 923-6641, poste 711. Le bureau de Recherche de Développement de l'Institut centralisera toute communication de ce genre.

On s'attend à ce que le rapport final de la Commission fasse état de plusieurs conclusions et recommendations qui risquent fort d'influencer les efforts de l'Institut dans le domaine de la recherche et développement et du développement régional. Une telle influence dépendra directement de la quantité et de la qualité des données réunies par la Commission d'enquête.

Votre coopération est tout à fait essentielle.

JWSingleton

James W. Singleton
Commission d'enquête
sur l'Impact de l'IEPO

D9

Appendix

LES MEMBRES DE LA COMMISSION D'ENQUETE SUR L'IMPACT DE L'I.E.P.O.

Le professeur N. L. GAGE

N. L. Gage est professeur de pédagogie et de psychologie et directeur du programme sur l'efficacité de l'enseignement au Center for Educational Research à l'Université Stanford. Il est président sortant de l'American Research Association ainsi que de la section psychologie de l'apprentissage de l'American Psychological Association. Il a rédigé plusieurs ouvrages dont le Handbook of Research on Teaching, auquel il a contribué. M. Gage a également édité The Psychology of Teaching Methods, un manuel de la National Society for the Study of Education. En collaboration avec W. W. Charters, il a rédigé Readings in the Social Psychology of Education, une publication de la Society for the Psychological Study of Social Issues. En plus d'être auteur de Educational Psychology, M. Gage a également rédigé Teacher Effectiveness and Teacher Education et The Scientific Basis of the Art of Teaching, et a régigé en collaboration Educational Measurement and Evaluation et A Practical Introduction to Measurement and Evaluation. Il a fait partie du comité de rédaction de nombreuses revues et manuels de recherche en éducation, en psycho-pédagogie et en psychologie sociale. Ancien boursier du Center for Advanced Study in the Behavioral Sciences, il a été professeur invité au National Institute of Education où il a planifié et présidé la Conférence nationale sur la recherche en didactique. M. Gage a été boursier Guggenheim et membre de la National Academy of Education.

Le professeur Torsten HUSEN

En 1971, le professeur Husen devint le premier universitaire nommé à la chaire en Education internationale à l'Université de Stockholm. Il avait été professeur de pédagogie et Directeur du Département de pédagogie de l'Université de Stockholm, puis professeur titulaire affecté à la recherche et Directeur de l'Institut de la Recherche en éducation, faculté d'éducation, à la même université. Parmi ses fonctions internationales, il faut compter les postes de Président du Conseil d'administration de l'Institut international pour la planification en éducation; Président de l'Association internationale pour l'évaluation du rendement scolaire; expert consul en service de l'Organisation pour la Coopération et Développement économique. Auteur de plus de 50 livres et 800 articles, le professeur Husen a écrit des articles sur l'adolescence, les abilités et l'environnement, le contenu des programmes et l'évaluation en mathématiques, physique, chimie et éducation civique. Ses écrits portent également sur La recherche en psychologie sur les jumeaux, sur L'étude internationale du rendement en mathématiques 1-11, sur La recherche en éducation, Le changement en éducation, Les possibilités de carrière, Les différences sociales et le rendement scolaire et La société en apprentissage.

M. J. W. SINGLETON

M. Singleton est ancien directeur d'éducation pour la région de Halton. Il est ancien président de l'OSSTF, de l'Ontario Council for Leadership in Educational Administration, et de l'Ontario Association of Educational Administrative Officials. M. Singleton est récipiendaire de plusieurs prix en récompense de ses contributions dans le domaine de l'éducation et du leadership en éducation.

The following letter was sent, in December 1979, to the organizations listed below:

Ontario Trustees Council
Ontario Public School Trustees Federation
Northern Ontario Public and Secondary School Trustees Association
Association of Larger School Boards of Ontario
Northern Boards
Ontario Teachers Federation
Association des enseignants franco-ontariens
Federation of Women Teachers Associations of Ontario
Ontario Public School Men Teachers Federation
Ontario Secondary School Teachers Federation
Ontario English Catholic Teachers Association

Attached, for your information, is a letter which will be mailed to all schools in the province. It outlines the establishment of a Task Force on Impact of OISE Research and Development and Field Development. The purpose of the study is to examine the impact of these activities of the Institute on the various user groups over the past five or so years.

A special questionnaire has been developed which will be sent to individual trustees who are identified as having had participation in or connection with projects in conjunction with OISE personnel. We are developing the list at this time. Incidentally, if you have specific opinions of value to the Task Force, we would be pleased to add them to the list.

The purpose of this letter is to express our realization that no study could be complete without considering the opinions of the provincial body of one of the significant client or user groups. Obtaining such opinions may be accomplished in several ways. Perhaps the executive might strike a committee to study involvement in OISE - trustee projects over the past five or so years; or even a staff study report of the same activities would be adequate; or some other procedure more suitable to your organizational structure might be used.

We would be pleased to cooperate in any process which you might choose to use. We are available to participate in any discussions which you or your committee might wish to hold.

The questions to which the study is addressed are concerns such as:

1. What formal projects has OISE carried on either unilaterally or in conjunction with your organization over the past five years?

2. Were the OISE personnel involved as originators, organizers, or presenters?

3. In respect of each project, has there been an effect on trustees generally or on your own provincial trustee organization? And

how would you characterize that effect?

4. Are there specific things happening in the province which are attributable to the activities mentioned in (1)?

5. Are there areas of concern to trustees which OISE ought to have under active study?

6. What informal uses does your organization make of OISE and its personnel, i.e., advice, committee work, organizing, documentary support, workshops, etc.

Could we again express our appreciation for your consideration of this matter and again offer our assistance and availability (if required) if you adopt some procedure to respond to the concerns of the Task Force.

Yours sincerely,

James W. Singleton
Task Force on Impact

APPENDIX E

QUESTIONNAIRES FOR EXTERNAL RESPONDENTS

Page

1a. For participants in formal projects and studies E1

1b. Aux participants à des projets de recherche E6

2a. For Participants in Workshops, Conferences, etc. E11

2b. Aux participants à des ateliers, à des conférences, etc. E16

3a. For Ontario Directors of Education E21

3b. Aux directeurs d'éducation ontariens E29

4a. For Coordinators, Consultants and Supervisory Officers E38

4b. Aux coordonnateurs, consultants, agents de supervision E46

5a. For persons selected by each director of education as being knowledgeable about, or having had personal experience with, the work of the Institute E55

5b. Aux coordonnateurs sélectionnés par chaque directeur d'éducation ayant des connaissances sur, our ayant eu une expérience personnelle avec, le travail de l'Institut E63

6a. For Ontario School Trustees E72

6b. Aux conseillers scolaires ontariens E76

Region: ______________________ Your Position: ____________________

School Board (if applicable): ____

QUESTIONNAIRE ON OISE IMPACT

For Participants in Formal Projects or Studies

Your name has been suggested by ________________________ of the Ontario Institute for Studies in Education as a person who was involved during ________ in the following activity: ____________________

____

____

Would you please answer the following questions as they relate to that activity.

A. Value of the Activity

We are interested in learning about the value of the activity as seen by persons who were involved in it. We recognize that some activities may be valuable simply as a source of generating new ideas, while others may have assisted in a more specific way. Obviously where activities occurred a number of years ago we are merely requesting your best recollection.

1. In which of the following ways (if any) was the activity described above valuable, in your experience? Please place a check mark in the appropriate column for all items listed. Feel free to list other items which you consider important.

Possible Value of the Activity	Very Valuable	Valuable	Not Valuable	Item Not Applicable
General				
a) New or different ideas.				
b) Helping define or better define a problem.				
c) New or different approaches to problems.				
d) New or changed programs for learners.				
e) New or changed teaching methods.				
f) New or changed approaches to bringing about change in education.				
Specific				
g) New or changed approaches to evaluation of learners.				
h) New or changed approaches to evaluation of teachers.				
i) New or changed approaches to evaluation of programs.				
j) Helping solve a specific educational problem.				

...2/

Possible Value of the Activity.	Very Valuable	Valuable	Not Valuable	Item Not Applicable
k) Introducing new curricular materials.				
l) Introducing new curricula or instructional concepts.				
m) Improvement of professional skills.				
n) Analysis of significant policy issues.				
o) Application of research to practical problems.				
p) Implementation of change.				
Other (please list) q)				
r)				
s)				
t)				

B. Effects on Professionals

2. How many professionals (teachers, principals, administrators, consultants, researchers, professors, etc.) were affected by the activity described?

   Approximate number: _______________

3. How would you rate the average effect on these persons (please check)?

   High _____ Moderate _____ Low _____ None _____

4. To what extent will the professionals involved in or affected by this activity be able to use this experience in other situations?

   Considerably _____ Some _____ Little _____ None _____

C. Effects on Learners

5. How many learners, if any, were directly affected by the activity?

   Approximate number: _______________

...3/

6. How would you rate the average effect on them?

High _____ Moderate _____ Low _____ None _____

7. How many learners, if any, were indirectly affected by the activity?

Approximate number: _______________

8. How would you rate the average effect on them?

High _____ Moderate _____ Low _____ None _____

D. Applicability of the Activity

9. To what extent could the activity in which you were involved be valuable if repeated in other schools, school systems, colleges, networks, organizations (as applicable)?

Very much _____ Some _____ Little _____ None _____

E. General Questions about OISE

Following are some general questions about OISE and about how the resources of OISE might be used to improve education in Ontario.

10. Could you name specific programs that were implemented within your school or system in which OISE had some input?

a) ____

____

b) ____

____

c) ____

____

11. In general, would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?

Increase _____ Maintain _____ Decrease _____

12. If there are any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE, please check.

a) Direct help to school systems and teachers with specific problems _____

...4/

b) Production of current materials and methods ____

c) Work in adult or continuing education ____

d) Work in professional in-service education ____

e) Research in practical problems affecting schools ____

f) Help with program implementation ____

g) Basic research in learning and instruction ____

h) Help with Personnel evaluation ____

i) Help with student evaluation ____

j) Analysis of important and provincial educational policy issues ____

Other (please list)

k) ________________________________

l) ________________________________

m) ________________________________

n) ________________________________

13. What educational problem area, in your mind, should be given greatest priority in directing field development and research and development programs at OISE in the future? ________________

____

____

____

14. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

...5/

15. **Are there any other comments you would like to make on OISE's research and field activities?**

____

____

____

____

____

____

Many thanks for your cooperation in this study. Please return the completed questionnaire in the stamped addressed envelope to:

Mr. James Singleton
Task Force on Impact
252 Bloor Street West
TORONTO, Ontario
M5S 1V6

E6

Région: ______________________ **Votre position:** ______________________

Conseil scolaire (si nécessaire): ______________________________________

QUESTIONNAIRE SUR L'IMPACT DE L'I.E.P.O.

Participants à des projets de recherche -

Votre nom a été suggéré par ______________________________ **de l'Institut d'études pédagogiques comme personne impliquée pendant** ______________________ **dans l'activité suivante:** ______________________

____

____

Auriez-vous l'obligeance de répondre aux questions qui ont rapport avec cette activité.

A. Valeur de l'activité

Nous voudrions nous informer de la valeur de l'activité telle que jugée par ceux qui y ont participé. Certaines activités peuvent avoir une valeur tout simplement parce qu'elles suscitent de nouvelles idées, tandis que d'autres peuvent apporter une aide plus concrète. Il va de soi que lorsqu'il s'agit d'activités ayant eu lieu il y a quelques années, nous nous en remettons à vos souvenirs.

1. Veuillez décrire la valeur de l'activité décrite ci-dessus. Cochez le commentaire approprié pour tous les éléments. Ajoutez d'autres éléments si besoin est.

Valeur de l'activité	très valable	valable	pas valable	ne s'applique pas
Général				
a) Des concepts nouveaux ou différents.				
b) Aide à définir ou à mieux définir un problème.				
c) Solutions nouvelles ou différentes à un problème.				
d) Programmes nouveaux ou modifiés pour les élèves.				
e) Méthodes d'enseignement nouvelles.				
f) Approches nouvelles ou différentes pour amener des innovations en éducation.				

... 2

Valeur de l'activité	très valable	valable	pas valable	ne s'applique pas
Spécifique				
g) Approches nouvelles ou différentes pour l'évaluation des apprenants.				
h) Approches nouvelles ou différentes pour l'évaluation des enseignants.				
i) Approches nouvelles ou différentes pour l'évaluation des programmes.				
j) Aide à résoudre un problème spécifique en éducation.				
k) Introduction de matériaux didactiques nouveaux.				
l) Introduction de nouveaux concepts relatifs aux programmes ou à l'enseignement.				
m) Amélioration des habiletés professionnelles.				
n) Analyse de politiques éducatives moyennes.				
o) Applications de la recherche à des problèmes pratiques.				
p) Exécution de changements en éducation.				
Autres (veuillez préciser). q)				
r)				
s)				
t)				

... 3

B. Les effets sur les professionnels

2. Combien de professionnels (enseignants, directeurs, administrateurs, consultants, chercheurs, professeurs, etc.) ont participé à l'activité?

Nombre approximatif: ______________________

3. Pouvez-vous donner une évaluation moyenne de l'effet de cette activité sur les participants?

Elevé _______ Modéré _________ Bas ____________ Pas d'effet ________

4. Dans quelle mesure les participants pourront-ils tirer parti de cette expérience dans d'autres situations?

Beaucoup __________ Un peu _________ Très peu _______ Pas du tout______

C. Effets sur les apprenants

5. Combien d'apprenants ont été touchés directement par l'activité?

Nombre approximatif: ____________________

6. Pouvez-vous donner une évaluation moyenne de l'effet sur eux?

Elevé __________ Modéré _____________ Bas ___________ Pas d'effet _______

7. Combien d'apprenants ont été touchés indirectement par l'activité?

Nombre approximatif: ______________________

8. Pouvez-vous donner une évaluation moyenne de l'effet sur eux?

Elevé __________ Modéré _____________ Bas ___________ Pas d'effet ________

D. Transférabilité de l'expérience

9. Est-ce que l'expérience à laquelle vous avez participé serait toujours valable si elle se répétait dans d'autres écoles, systèmes scolaires, collèges, réseaux, organismes, etc.?

Beaucoup ____________ Un peu ____________ Peu ________ Pas du tout _______

... 4

C. Questions générales sur l'IEPO

Vous trouverez plus bas quelques questions sur l'Institut et sur l'utilisation des ressources de l'Institut en vue d'améliorer l'éducation en Ontario.

5. Etes-vous en mesure de nommer un/ou des programmes implantés dans votre école ou votre système scolaire au(x)quel(s) l'Institut a contribué de l'input?

a) ____________________

____

b) ____________________

____

c) ____________________

____

6. D'une manière générale, aimeriez-vous que l'IEPO augmente, maintienne ou diminue sa participation en recherche ou en développement régionale?

Augmentation ____________ Maintien ____________ Diminution ______

7. Veuillez cocher les activités (ou autres) sur lesquelles vous aimeriez que l'IEPO mette l'accent.

a) Aide directe aux systèmes scolaires et aux enseignants pour des problèmes spécifiques. ________

b) Création de méthodologies et de matériaux didactiques à jour. ________

c) Travail dans le domaine de l'éducation permanente. ________

d) Travail dans le domaine de l'avancement professionnel. ________

e) Recherche sur les problèmes pratiques relatifs aux écoles. ________

f) Aide pour l'implantation des programmes. ________

g) Recherche fondamentale sur l'apprentissage et sur la didactique. ________

h) Aide pour l'évaluation du personnel. ________

i) Aide pour l'évaluation des élèves. ________

j) Analyse des grandes questions en éducation à l'échelle provinciale. ________

... 5

Autres (veuillez préciser)

k) ____________________

l) ____________________

m) ____________________

n) ____________________

8. A votre avis, à quel domaine problématique faut-il donner priorité dans les programmes de recherche et développement et de développement régional à l'avenir? ____________________

9. Y a-t-il d'autres commentaires à faire sur les activités de recherche et de développement régional? ____________________

10. Nous aimerions savoir dans quelle mesure le corps professoral de l'IEPO est connu par la communauté scolaire. A titre indicatif, veuillez désigner le personnel de l'IEPO que vous connaissez et/ou dont vous avez entendu parler (peut-être par le biais de leurs publications ou de leurs présentations dans le cadre d'ateliers).

Nous vous remercions de votre coopération. Veuillez retourner le questionnaire dans l'enveloppe affranchie à:

M. James Singleton
Commission d'enquête sur l'impact
252, rue Bloor ouest
Toronto, Ontario
M5S 1V6

Region: ______________________ Your Position: ______________________

School Board (if applicable): ______________________

QUESTIONNAIRE ON OISE IMPACT

For Participants in Workshops, Conferences, etc.

Your name has been suggested by ______________________ of the Ontario Institute for Studies in Education as a person who was involved during __________ in the following activity: ______________________

____

______________________.

Would you please answer the following questions as they relate to that activity.

A. Value of the Activity

We are interested in learning about the value of the activity as seen by persons who were involved in it. We recognize that some activities may be valuable simply as a source of generating new ideas, while others may have assisted in a more specific way. Obviously where activities occurred a number of years ago we are merely requesting your best recollection.

1. In which of the following ways (if any) was the activity described above valuable, in your experience? Please place a check mark in the appropriate column for all items listed. Feel free to list other items which you consider important.

Possible Value of the Activity	Very Valuable	Valuable	Not Valuable	Item Not Applicable
General a) New or different ideas.				
b) Helping define or better define a problem.				
c) New or different approaches to problems.				
d) New or changed programs for learners.				
e) New or changed teaching methods.				
f) New or changed approaches to bringing about change in education.				
Specific g) New or changed approaches to evaluation of learners.				
h) New or changed approaches to evaluation of teachers.				
i) New or changed approaches to evaluation of programs.				

...2/

Possible Value of the Activity	Very Valuable	Valuable	Not Valuable	Item Not Applicable
j) Helping solve a specific educational problem.				
k) Introducing new curricular materials.				
l) Introducing new curricula or instructional concepts.				
m) Improvement of professional skills.				
n) Analysis of significant policy issues.				
o) Application of research to practical problems.				
p) Implementation of change.				
Other (please list) q)				
r)				
s)				
t)				

B. Effects on Participants

2. Could you estimate the number of persons who were involved in this activity (e.g., number of persons present during a workshop presentation)?

   Approximate number: __________

3. Some experiences are purely learning experiences which enrich a person's background. If this were such an experience, how would you rate it?

   Very Valuable _____ Valuable _____ Of Little Value _____ Of No Value _____

4. Some experiences, on the other hand, lead to action. If this were such an experience, did you (or another member or group in your organization) attempt to follow up on any ideas or suggestions that were presented?

   Yes _____ No _____

...3/

If so, could you briefly describe what you (or they) did? (For example, was further contact made with the OISE staff member? Was some group struck to examine possible implications for your system? Was some action taken as a result of recommendations?)

____

____

____

____

C. General Questions about OISE

Following are some general questions about OISE and how the resources of OISE might be used to improve education in Ontario.

5. Could you name specific programs that were implemented within your school or system in which OISE had some input?

   a) ______________________________

   ____

   b) ______________________________

   ____

   c) ______________________________

   ____

6. In general, would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?

   Increase _____ Maintain _____ Decrease _____

7. If there are any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE, please check.

   a) Direct help to school systems and teachers with specific problems. _____

   b) Production of current materials and methods. _____

   c) Work in adult or continuing education. _____

   d) Work in professional in-service education. _____

   e) Research in practical problems affecting schools. _____

   f) Help with program implementation. _____

...4/

g) Basic research in learning and instruction ____

h) Help with Personnel evaluation ____

i) Help with student evaluation ____

j) Analysis of important and provincial educational policy issues ____

Other (please list)

k) ____

l) ____

m) ____

n) ____

8. What educational problem area, in your mind, should be given greatest priority in directing field development and research and development programs at OISE in the future? ____________________

____

____

____

9. Are there any other comments you would like to make on OISE's research and field activities?

____

____

____

____

10. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

...5/

Many thanks for your cooperation in this study. Please return the completed questionnaire in the stamped addressed envelope to:

Mr. James Singleton
Task Force on Impact
252 Bloor Street West
TORONTO, Ontario
M5S 1V6

E16

QUESTIONNAIRE SUR L'IMPACT DE L'I.E.P.O.

Aux participants à des ateliers, à des conférences, etc.

Votre nom a été suggéré par ______________________________ de l'Institut d'études pédagogiques comme personne impliquée pendant ____________________ dans l'activité suivante: ________________

____

____

Auriez-vous l'obligeance de répondre aux questions qui ont rapport avec cette activité.

A. Valeur de l'activité

Nous voudrions nous informer de la valeur de l'activité telle que jugée par ceux qui y ont participé. Certaines activités peuvent avoir une valeur tout simplement parce qu'elles suscitent de nouvelles idées, tandis que d'autres peuvent apporter une aide plus concrète. Il va de soi que lorsqu'il s'agit d'activités ayant eu lieu il y a quelques années, nous nous en remettons à vos souvenirs.

1. Veuillez décrire la valeur de l'activité décrite ci-dessus. Cochez le commentaire approprié pour tous les éléments. Ajoutez d'autres éléments si besoin est.

Valeur de l'activité	très valable	valable	pas valable	ne s'applique pas
Général a) Des concepts nouveaux ou différents.				
b) Aide à définir ou à mieux définir un problème.				
c) Solutions nouvelles ou différentes à un problème.				
d) Programmes nouveaux ou modifiés pour les élèves.				
e) Méthodes d'enseignement nouvelles.				
f) Approches nouvelles ou différentes pour amener des innovations en éducation.				
Spécifique g) Approches nouvelles ou différentes pour l'évaluation des apprenants.				

... 2

Valeur de l'activité	très valable	valable	pas valable	ne s'applique pas
h) Approches nouvelles ou différentes pour l'évaluation des enseignants.				
i) Approches nouvelles ou différentes pour l'évaluation des programmes.				
j) Aide à résoudre un problème spécifique en éducation.				
k) Introduction de matériaux didactiques nouveaux.				
l) Introduction de nouveaux concepts relatifs aux programmes ou à l'enseignement.				
m) Amélioration des habiletés professionnelles.				
n) Analyse de politiques éducatives moyennes.				
o) Applications de la recherche à des problèmes pratiques.				
p) Exécution de changements en éducation.				
Autres (veuillez préciser). q)				
r)				
s)				
t)				

B. Les effets sur les participants

2. Veuillez estimer le nombre de participants dans cette activité (par ex. nombre de personnes présentes pendant un atelier).

   Nombre approximatif: ____________________

3. Certaines activités correspondent à des situations d'apprentissage qui enrichissent l'individu. Si l'activité en question a été de ce genre, comment l'évaluer?

   Très valable ___________ Valable _____ de peu de valeur ________ sans valeur _________

... 3

4. Certaines activités, par contre, débouche sur l'action. Si l'expérience en question a été de ce genre, ayez-vous (ou un autre membre de votre groupe ou de votre organisme) essayé de donner suite aux idées ou aux suggestions présentées?

Oui ______________ Non ______________

Si oui, veuillez décrire comment vous (ou d'autres) avez procédé? (Par ex. est-ce qu'on a repris contact avec la personne ressource de l'IEPO? Est-ce qu'on a désigné un comité afin d'étudier les conséquences pour votre système? Est-ce qu'on a arrêté le choix sur une action à prendre?

____

____

____

____

C. Questions générales sur l'IEPO

Vous trouverez plus bas quelques questions sur l'Institut et sur l'utilisation des ressources de l'Institut en vue d'améliorer l'éducation en Ontario.

5. Etes-vous en mesure de nommer un/ou des programmes implantés dans votre école ou votre système scolaire au(x)quel(s) l'Institut a contribué de l'input?

a) ____

____

b) ____

____

c) ____

____

6. D'une manière générale, aimeriez-vous que l'IEPO augmente, maintienne ou diminue sa participation en recherche ou en développement régionale?

Augmentation ______________ Maintien ____________ Diminution __________

7. Veuillez cocher les activités (ou autres) sur lesquelles vous aimeriez que l'IEPO mette l'accent.

a) Aide directe aux systèmes scolaires et aux enseignants pour des problèmes spécifiques. __________

b) Création de méthodologies et de matériaux didactiques à jour. __________

... 4

c) Travail dans le domaine de l'éducation permanente. __________

d) Travail dans le domaine de l'avancement professionnel. __________

e) Recherche sur les problèmes pratiques relatifs aux écoles. __________

f) Aide pour l'implantation des programmes. __________

g) Recherche fondamentale sur l'apprentissage et sur la didactique. __________

h) Aide pour l'évaluation du personnel. __________

i) Aide pour l'évaluation des élèves. __________

j) Analyse des grandes questions en éducation à l'échelle provinciale. __________

Autres (veuillez préciser)

k) ____

l) ____

m) ____

n) ____

8. A votre avis, à quel domaine problématique faut-il donner priorité dans les programmes de recherche et développement et de développement régional à l'avenir? ____________________

____

____

____

9. Y a-t-il d'autres commentaires à faire sur les activités de recherche et de développement régional? ____________________

____

____

____

____

... 5

10. Nous aimerions savoir dans quelle mesure le corps professoral de l'IEPO est connu par la communauté scolaire. A titre indicatif, veuillez désigner le personnel de l'IEPO que vous connaissez et/ou dont vous avez entendu parler (peut-être par le biais de leurs publications ou de leurs présentations dans le cadre d'ateliers).

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Nous vous remercions de votre coopération. Veuillez retourner le questionnaire dans l'enveloppe affranchie à:

M. James Singleton
Commission d'enquête sur l'impact
252, rue Bloor ouest
Toronto, Ontario
M5S 1V6

Region: _____ Board: ______________________________ Your Position: ______________

____

E21

ONTARIO DIRECTORS OF EDUCATION

SURVEY OF THE IMPACT OF OISE

A. Value of Specific OISE Activities

OISE has conducted approximately 2,000 large- and small-scale studies in almost every aspect of education over the past 15 years. Listed below are a small number of the most recent activities in which OISE staff have played a major role. We are interested in your perception of the value of those activities with which you are familiar, whether or not you have had personal experience with them. (A later question will determine actual utilization of OISE materials and services in your systems.)

	Perceived Value to Education in the Province				
OISE Activities	High	Moderate	Low	None	Don't Know
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE					
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) French Teaching Modules (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs Humains (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) Women in Canadian History Series (Prentice, Light et al.)					
10) French Immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Materials for French Language Schools (Lamerand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					

.../2

	Perceived Value to Education in the Province				
OISE Activities	**High**	**Moderate**	**Low**	**None**	**Don't Know**
19) **The City Kid's Book (Endicott)**					
GENERAL PROGRAMS OR STRATEGIES					
20) **Special education materials and ideas (e.g., blind, deaf programs)**					
21) **Franco-Ontarian research materials, e.g., sociolinguistic studies** (Mougeon, Lamerand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE					
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					
28) School Board Finance and Grants (Rideout)					
29) Enrolment Projections (Watson)					
30) Class size studies (Ryan, Greenfield)					
31) Classroom Volunteer Programs (Hedges)					
32) Field Centre assistance in program-evaluation					
33) Curriculum development assistance to school boards					
34) Guideline-implementation assistance					
PUBLICATIONS					
Periodicals					
35) Orbit (t times a year)					
36) Evaluation & Measurement Newsletter					
37) Field Development Newsletter					
38) OISE Materials for Schools					
Books and Monographs					
39) Title: ____________________					
40) Title: ____________________					
41) Title: ____________________					

.../3

OISE Activities	Perceived Value to Education in the Province High	Moderate	Low	None	Don't Know
SERVICES					
42) EISO: Education Information System for Ontario (computerized bibliographic search service)					
43) Documentation, bibliographic and information services of OISE Library					
44) Information services provided by Field Centres					
45) Information service of Office of the Director of the Institute					
46) Information services of Office of Research and Development					
47) Information and consultation service of Modern Language Centre					
48) Consultation and/or information services of Education Evaluation Centre					
49) Consultants for specific local activities requested from OISE					
50) Professional Activity Day speakers requested from OISE					
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office					
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group					
53) Other: ______________________					

B. Use of Specific OISE Activities

We would also like to know about the use or implementation of these activities in your school system. Would you please indicate the degree of use by placing a check mark in the appropriate column for each item.

OISE Activities	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE				
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) French Teaching Modules (Stern)				
4) Writing Strategies (Bereiter, Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)				

.../4

OISE Activities	Degree of Use in Your System			
	Widespread Use	Moderate Use	Experimental Use	Not Used
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs Humains (Roy, Ireland)				
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) Women in Canadian History Series (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Materials for French Language Schools (Lamerand, Mougeon)				
15) Reading texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
GENERAL PROGRAMS OR STRATEGIES				
20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Franco-Ontarian research materials, e.g., sociolinguistic studies (Mougeon, Lamerand)				
22) School Board Administration Project - workshops for OSTC, OAFAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE				
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				

.../5

OISE Activities	Degree of Use in Your System			
	Widespread Use	Moderate Use	Experimental Use	Not Used
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) School Board Finance and Grants (Rideout)				
29) Enrolment Projections (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Field Centre assistance in program evaluation				
33) Curriculum development assistance to school boards				
34) Guideline-implementation assistance				

C. Use and Value of OISE Publications

Would you please rate the degree of use and the value of each of these for your school system.

Publication	Degree of Use in Your System				Perceived Value in Your System			
	Use High	Mod.	Low	None	Value High	Mod.	Low	None
35) Orbit (5 times a year)								
36) Evaluation & Measurement Newsletter								
37) Field Development Newsletter								
38) OISE Materials for Schools								
Books and Monographs 39) Title: ____________________								
40) Title: ____________________								
41) Title: ____________________								

SERVICES

	Degree of Use in Your System			
	Widespread Use	Moderate Use	Experimental Use	Not Used
42) EISO: Education Information System for Ontario (computerized bibliographic search service)				
43) Documentation, bibliographic and information services of OISE Library				
44) Information services provided by Field Centres				
45) Information service of Office of the Director of the Institute				
46) Information services of Office of Research and Development				

.../6

OISE Activities	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
47) Information and consultation service of Modern Language Centre				
48) Consultation and/or information services of Education Evaluation Centre				
49) Consultants for specific local activities requested from OISE				
50) Professional Activity Day speakers requested from OISE				
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office				
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group				
53) Other: ____________________ ____________________				

D. General Impact of OISE Activities

Would you please give your assessment of the general impact of OISE on Ontario education in the areas listed below. Please place a check mark in the appropriate column for each item. You may wish to add other areas or make additional comments.

OISE Activities	Degree of Impact High	Moderate	Low	None
1) Basic research in education				
2) Field centre activities				
3) Program development				
4) Evaluation				
5) Policy discussion and analysis				
6) Teaching materials				
7) Research applied to specific school problems				
8) Organization and administrative problems				
9) Curriculum development				
10) Curriculum implementation				
11) Other: ____________________ ____________________				
Comment: ____________________				

12) Please give your assessment of the general impact of OISE Graduate Degree Programs on Ontario education: High_____ Moderate_____ Low_____ None_____.

.../7

E. Influence of OISE Participation in Workshops

Administrators, trustees and teachers may have attended workshops in which OISE staff have participated. We are interested in the influence that such participation has had in changing organizational, administrative and instructional practice or policy. Please rate the influence that you perceive in each of the areas below:

Workshop Focus	Degree of Influence of OISE Participants				
	Very High	High	Moderate	Low	None
1) Supervisory practices					
2) Trustee, administrator relationships					
3) Organizational structures					
4) Policy development					
5) Evaluation plans or practices					
6) Analysis of current educational issues					
7) Curricula and instructional approaches					
8) Other (please list) ____________________ ____________________ ____________________					

F. Special Use of OISE Staff by Your School System

1. Has your board ever called on OISE staff to evaluate some organizational or program aspect in practice? Yes_____ No_____ Don't Know_____

   If so, what was evaluated? ____

   ____

   ____

   ____

   Could you comment on the usefulness of OISE assistance (if appropriate).

   ____

   ____

   ____

   ____

2. Has your board ever called upon OISE staff to serve in some consultative role?
   Yes_____ No_____ Don't Know_____

   If so, what was the nature of the task(s)? ____________________________________

   ____

   ____

   ____

   Please comment on the usefulness of OISE assistance (if appropriate).

   ____

   ____

   ____

   ____

.../8

G. General Questions

Following are some general questions about OISE and about how the resources of OISE might be used to improve education in Ontario.

1. In general, would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?

   Increase_____ Maintain_____ Decrease_____

2. If there are any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE, please number these in order of priority, indicating what educational problems are most important in your view.

   a) Direct help to school systems and teachers with specific problems _____
   b) Production of curriculum materials and methods _____
   c) Work in adult or continuing education _____
   d) Work in professional in-service education _____
   e) Research in practical problems affecting schools _____
   f) Help with program implementation _____
   g) Basic research in learning and instruction _____
   h) Help with personnel evaluation _____
   i) Help with student evaluation _____
   j) Analysis of important and provincial educational policy issues _____

   Others (please list):

   k) ______________________________ _____
   l) ______________________________ _____
   m) ______________________________ _____
   n) ______________________________ _____

3. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________

4. Are there any other comments you would like to make on OISE's research and field activities? ______________________________

   ____
   ____
   ____

Many thanks for your cooperation in this study. Please return the completed questionnaire in the stamped, addressed envelope to:

Mr. James Singleton
Task Force on Impact of OISE
Ontario Institute for Studies in Education
252 Bloor Street West
TORONTO, Ontario M5S 1V6

Region: ______________ Conseil scolaire ______________

AUX DIRECTEURS D'EDUCATION ONTARIENS

SONDAGE SUR L'IMPACT DE L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (IEPO)

A. Valeur des activités de l'IEPO

L'IEPO a mené, depuis ses débuts, environ 2000 études à grande et à petite échelle portant sur tout les aspects de l'éducation, ou peu de choses près. Vous trouverez ci-dessous une liste des activités les plus récentes et les plus importantes auxquelles a participé le personnel de l'IEPO. Il est question de savoir votre perception de la valeur des activités dont vous êtes au courant, que vous en ayez une expérience personnelle ou non. (Un questionnaire ultérieur portera sur l'utilisation effective, dans votre système scolaire, des matériaux et des services de l'IEPO).

Ne sont traduites en français que les activités qui sont actuellement disponibles en français et ce pour deux raisons: l'activité risque d'être mieux connue sous le titre anglais, et une traduction pourrait donner l'impression que tous les services et activités étaient disponibles en français. Cela n'exclut évidemment pas l'éventualité de ces activités en français, s'il devait y avoir des demandes précises à ce sujet.

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
MATERIAUX ET PROGRAMMES DESTINES A ETRE UTILISES DANS LES ECOLES					
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) F.L.S. (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs humaines (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)					

Activités de l'IEPO	Valeur perçue pour l'éducation dans la province				
	Elevée	**Moyenne**	**Basse**	**Nulle**	**Ne sais pas**
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Matériaux pour les écoles de langue française (Lamérand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio Tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					
19) The City Kid's Book (Endicott)					
PROGRAMMES GENERAUX OU STRATEGIES 20) Special education materials and ideas (e.g., blind, deaf programs)					
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES 26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)					
29) Projections des effectifs scolaires (Watson)					
30) Class size studies (Ryan, Greenfield)					
31 Classroom Volunteer Programs (Hedges)					
32) Ressources du Développement régional pour l'évaluation des programmes					
33) Ressources aux conseils scolaires pour le développement du curriculum					
34) Ressources pour l'implantation des programmes-cadres					
PUBLICATIONS __Périodiques__ 35) Orbit (5 fois l'an)					
36) Evaluation & Measurement Newsletter					
37) Lettre circulaire du Bureau de développement régional					
38) OISE Materials for Schools					
__Livres et Monographies__ 39) Titre: ____________________					
40) Titre: ____________________					
41) Titre: ____________________					
SERVICES 42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur					
43) Services de documentation, de bibliographie et de renseignements à la bibliothèque de l'IEPO					
44) Services de renseignements offerts par les Bureaux régionaux					
45) Services de renseignements du Bureau du Directeur de l'Institut					
46) Services de renseignements du Bureau de recherche et développement					
47) Services de renseignements ou de consultation du Centre Franco-Ontarien					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation					
49) Consultants demandés à l'IEPO pour des activités locales					
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement profesionnel					
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut					
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires					
53) Autre:____________________					

B. Utilisation des activités de l'IEPO

Il serait utile de savoir également le degré d'utilisation de ces mêmes activités dans votre conseil scolaire. Veuillez indiquer par un crochet le degré d'utilisation dans la colonne appropriée.

	Degré d'utilisation dans votre conseil scolaire			
Activités de l'IEPO	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) F.L.S. (Stern)				
4) Writing Strategies (Bereiter,Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving. Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)				
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs humaines (Roy, Ireland)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin,Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Matériaux pour les écoles de langue française (Lamérand,Mougeon)				
15) Reading Texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
PROGRAMMES GENERAUX OU STRATEGIES 20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)				
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES				
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)				
29) Projections des effectifs scolaires (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Ressources du Développement régional pour l'évaluation des programmes				
33) Ressources aux conseils scolaires pour le développement du curriculum				
34) Ressources pour l'implantation des programmes-cadres				

C. Utilisation et valeur des publications de l'IEPO

Veuillez coter le degré d'utilisation et de valeur pour chacune des publications suivantes.

	Degré d'utilisation dans votre conseil				Valeur perçue dans le conseil			
PUBLICATIONS	Elevée	Moyenne	Basse	Nulle	Elevée	Moy.	Basse	Nulle
35) Orbit (5 fois l'an)								
36) Evaluation & Measurement Newsletter								
37) Lettre circulaire du Bureau de développement régional								
38) OISE Materials for Schools								
Livres et Monographies								
39) Titre:______________								
40) Titre:______________								
41) Titre:______________								

SERVICES	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur				
43) Services de documentation de bibliographie et de renseignements à la bibliothèque de l'IEPO				
44) Services de renseignements offerts par les Bureaux régionaux				
45) Services de renseignements du Bureau du Directeur de l'Institut				
46) Services de renseignements du Bureau de recherche et développement				
47) Services de renseignements ou de consultation du Centre Franco-Ontarien				
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation				
49) Consultants demandés à l'IEPO pour des activités locales				
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement professionnel				
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut				
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires				
53) Autre: ______________________				

D. Impact général des activités de l'IEPO

Veuillez indiquer votre perception de l'impact général de l'IEPO sur l'éducation ontarienne dans les domaines indiqués ci-dessous. Veuillez cocher dans la colonne appropriée pour chaque question.

Activités de l'IEPO	Degré d'impact			
	Elevé	Moyen	Bas	Nul
1) La recherche pure en éducation				
2) Les activités de développement régional				

Activités de l'IEPO	Degré d'impact Elevé	Moyen	Bas	Nul
3) Développement des programmes				
4) L'évaluation				
5) Analyse et discussion des politiques en éducation				
6) Matériaux didactiques				
7) La recherche appliquée à des problèmes spécifiques à l'école				
8) Les problèmes d'organisation et d'administration				
9) Le développement du curriculum				
10) La mise en oeuvre du curriculum				
11) Autre: ____________________ ____________________				

Commentaires:

____

____

____

____

____

12) Veuillez donner votre perception de l'impact des programmes de maîtrise et de doctorat offerts par l'IEPO sur l'éducation ontarienne.

Elevé ________ Moyen ________ Bas _______ Nul _______

E. Effets de la participation de l'IEPO à des ateliers

Les administrateurs, les conseillers scolaires et les enseignants ont pu assister à des ateliers auxquels a participé le personnel de l'IEPO. Il serait utile de savoir dans quelle mesure une telle participation a pu influencer la pratique ou la politique organisationnelle, administrative et instructionnelle. Veuillez évaluer le degré d'influence pour chacun des domaines ci-dessous.

Optique de l'atelier	Degré d'influence dûe à la participation de l'IEPO Très élevé	Elevé	Moyen	Bas	Nul
1) Les pratiques de la supervision					
2) Les rapports entre administrateurs et conseillers scolaires					
3) Les structures organisationnelles					
4) L'élaboration des politiques					
5) Les procédés d'évaluation					

Optique de l'atelier	Degré d'influence dûe à la participation de l'IEPO Très élevé	Elevé	Moyen	Bas	Nul
6) L'analyse des politiques actuelles en éducation					
7) Les approches à l'enseignement et au curriculum					
8) Autre (veuillez indiquer) ____________________ ____________________ ____________________					

F. L'utilisation du personnel de l'IEPO par votre conseil scolaire

1. Votre conseil a-t-il déjà eu recours au personnel de l'IEPO afin d'évaluer un aspect de la pratique organisationnelle ou intructionnelle:

OUI _____ NON _____ NE SAIS PAS ______

Si OUI, qu'est-ce qu'on a évalué? ____

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

2. Votre conseil a-t-il déjà fait appel au personnel de l'IEPO dans un rôle consultatif?

OUI ______ NON ______ NE SAIS PAS _____

Si OUI, quelle était la nature de la (des) tâche(s)?

____

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

Region: _____ Board: ______________________ Your Position: ______________

____

COORDINATORS, CONSULTANTS AND SUPERVISORY OFFICERS

SURVEY OF THE IMPACT OF OISE

A. Value of Specific OISE Activities

OISE has conducted approximately 2,000 large- and small-scale studies in almost every aspect of education over the past 15 years. Listed below are a small number of the most recent activities in which OISE staff have played a major role. We are interested in your perception of the value of those activities with which you are familiar, whether or not you have had personal experience with them. (A later question will determine actual utilization of OISE materials and services in your systems.)

	Perceived Value to Education in the Province				
OISE Activities	High	Moderate	Low	None	Don't Know
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE 1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) French Teaching Modules (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs Humains (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) Women in Canadian History Series (Prentice, Light et al.)					
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Materials for French Language Schools (Lamerand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					

.../2

OISE Activities	Perceived Value to Education in the Province				
	High	Moderate	Low	None	Don't Know
19) The City Kid's Book (Endicott)					
GENERAL PROGRAMS OR STRATEGIES					
20) Special education materials and ideas (e.g., blind, deaf programs)					
21) Franco-Ontarian research materials, e.g., sociolinguistic studies (Mougeon, Lamerand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE					
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					
28) School Board Finance and Grants (Rideout)					
29) Enrolment Projections (Watson)					
30) Class size studies (Ryan, Greenfield)					
31) Classroom Volunteer Programs (Hedges)					
32) Field Centre assistance in program-evaluation					
33) Curriculum development assistance to school boards					
34) Guideline-implementation assistance					
PUBLICATIONS					
Periodicals					
35) Orbit (t times a year)					
36) Evaluation & Measurement Newsletter					
37) Field Development Newsletter					
38) OISE Materials for Schools					
Books and Monographs					
39) Title: ____________________					
40) Title: ____________________					
41) Title: ____________________					

.../3

	Perceived Value to Education in the Province				
OISE Activities	High	Moderate	Low	None	Don't Know
SERVICES					
42) EISO: Education Information System for Ontario (computerized bibliographic search service)					
43) Documentation, bibliographic and information services of OISE Library					
44) Information services provided by Field Centres					
45) Information service of Office of the Director of the Institute					
46) Information services of Office of Research and Development					
47) Information and consultation service of Modern Language Centre					
48) Consultation and/or information services of Education Evaluation Centre					
49) Consultants for specific local activities requested from OISE					
50) Professional Activity Day speakers requested from OISE					
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office					
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group					
53) Other: ______________________					

B. Use of Specific OISE Activities

We would also like to know about the use or implementation of these activities in your school system. Would you please indicate the degree of use by placing a check mark in the appropriate column for each item.

	Degree of Use in Your System			
OISE Activities	Widespread Use	Moderate Use	Experimental Use	Not Used
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE				
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) French Teaching Modules (Stern)				
4) Writing Strategies (Bereiter, Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)				

.../4

OISE Activities	Degree of Use in Your System			
	Widespread Use	Moderate Use	Experimental Use	Not Used
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs Humains (Roy, Ireland)				
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) Women in Canadian History Series (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Materials for French Language Schools (Lamerand, Mougeon)				
15) Reading texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
GENERAL PROGRAMS OR STRATEGIES 20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Franco-Ontarian research materials, e.g., sociolinguistic studies (Mougeon, Lamerand)				
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE 26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				

.../5

OISE Activities	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) School Board Finance and Grants (Rideout)				
29) Enrolment Projections (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Field Centre assistance in program evaluation				
33) Curriculum development assistance to school boards				
34) Guideline-implementation assistance				

C. Use and Value of OISE Publications

Would you please rate the degree of use and the value of each of these for your school system.

Publication	Degree of Use in Your System Use High	Mod.	Low	None	Perceived Value in Your System Value High	Mod.	Low	None
35) Orbit (5 times a year)								
36) Evaluation & Measurement Newsletter								
37) Field Development Newsletter								
38) OISE Materials for Schools								
Books and Monographs 39) Title: ______________								
40) Title: ______________								
41) Title: ______________								

SERVICES

	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
42) EISO: Education Information System for Ontario (computerized bibliographic search service)				
43) Documentation, bibliographic and information services of OISE Library				
44) Information services provided by Field Centres				
45) Information service of Office of the Director of the Institute				
46) Information services of Office of Research and Development				

.../6

OISE Activities	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
47) Information and consultation service of Modern Language Centre				
48) Consultation and/or information services of Education Evaluation Centre				
49) Consultants for specific local activities requested from OISE				
50) Professional Activity Day speakers requested from OISE				
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office				
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group				
53) Other: ______________				

D. General Impact of OISE Activities

Would you please give your assessment of the general impact of OISE on Ontario education in the areas listed below. Please place a check mark in the appropriate column for each item. You may wish to add other areas or make additional comments.

OISE Activities	Degree of Impact High	Moderate	Low	None
1) Basic research in education				
2) Field centre activities				
3) Program development				
4) Evaluation				
5) Policy discussion and analysis				
6) Teaching materials				
7) Research applied to specific school problems				
8) Organization and administrative problems				
9) Curriculum development				
10) Curriculum implementation				
11) Other: ______________				
Comment: ______________				

12) Please give your assessment of the general impact of OISE Graduate Degree Programs on Ontario education: High_____ Moderate_____ Low_____ None_____.

.../7

E. Influence of OISE Participation in Workshops

Administrators, trustees and teachers may have attended workshops in which OISE staff have participated. We are interested in the influence that such participation has had in changing organizational, administrative and instructional practice or policy. Please rate the influence that you perceive in each of the areas below:

	Degree of Influence of OISE Participants				
Workshop Focus	Very High	High	Moderate	Low	None
1) Supervisory practices					
2) Trustee, administrator relationships					
3) Organizational structures					
4) Policy development					
5) Evaluation plans or practices					
6) Analysis of current educational issues					
7) Curricula and instructional approaches					
8) Other (please list) ______________________ ______________________ ______________________					

F. Special Use of OISE Staff by Your School System

1. Has your board ever called on OISE staff to evaluate some organizational or program aspect in practice? Yes_____ No_____ Don't Know_____

   If so, what was evaluated? ________________________________

   ____

   ____

   ____

   Could you comment on the usefulness of OISE assistance (if appropriate).

   ____

   ____

   ____

   ____

2. Has your board ever called upon OISE staff to serve in some consultative role?
   Yes_____ No_____ Don't Know_____

   If so, what was the nature of the task(s)? ________________________________

   ____

   ____

   ____

   Please comment on the usefulness of OISE assistance (if appropriate).

   ____

   ____

   ____

   ____

.../8

G. General Questions

Following are some general questions about OISE and about how the resources of OISE might be used to improve education in Ontario.

1. In general, would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?

   Increase_____ Maintain_____ Decrease_____

2. If there are any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE, please number these in order of priority, indicating what educational problems are most important in your view.

   a) Direct help to school systems and teachers with specific problems _____
   b) Production of curriculum materials and methods _____
   c) Work in adult or continuing education _____
   d) Work in professional in-service education _____
   e) Research in practical problems affecting schools _____
   f) Help with program implementation _____
   g) Basic research in learning and instruction _____
   h) Help with personnel evaluation _____
   i) Help with student evaluation _____
   j) Analysis of important and provincial educational policy issues _____

   Others (please list):

   k) ____________________ _____
   l) ____________________ _____
   m) ____________________ _____
   n) ____________________ _____

3. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________

4. Are there any other comments you would like to make on OISE's research and field activities? ____________________
   ____
   ____
   ____

Many thanks for your cooperation in this study. Please return the completed questionnaire to your Director of Education.

Région:____________________ Conseil scolaire:________________ Poste occupé:____

AUX COORDONNATEURS, CONSULTANTS, AGENTS DE SUPERVISION

SONDAGE SUR L'IMPACT DE L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (IEPO)

A. Valeur des activités de l'IEPO

L'IEPO a mené, depuis ses débuts, environ 2000 études à grande et à petite échelle portant sur tout les aspects de l'éducation, ou peu de choses près. Vous trouverez ci-dessous une liste des activités les plus récentes et les plus importantes auxquelles a participé le personnel de l'IEPO. Il est question de savoir votre perception de la valeur des activités dont vous êtes au courant, que vous en ayez une expérience personnelle ou non. (Un questionnaire ultérieur portera sur l'utilisation effective, dans votre système scolaire, des matériaux et des services de l'IEPO).

Ne sont traduites en français que les activités qui sont actuellement disponibles en français et ce pour deux raisons: l'activité risque d'être mieux connue sous le titre anglais, et une traduction pourrait donner l'impression que tous les services et activités étaient disponibles en français. Cela n'exclut évidemment pas l'éventualité de ces activités en français, s'il devait y avoir des demandes précises à ce sujet.

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
MATERIAUX ET PROGRAMMES DESTINES A ETRE UTILISES DANS LES ECOLES 1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) F.L.S. (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs humaines (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Matériaux pour les écoles de langue française (Lamérand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio Tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					
19) The City Kid's Book (Endicott)					
PROGRAMMES GENERAUX OU STRATEGIES					
20) Special education materials and ideas (e.g., blind, deaf programs)					
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES					
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)					
29) Projections des effectifs scolaires (Watson)					
30) Class size studies (Ryan, Greenfield)					
31 Classroom Volunteer Programs (Hedges)					
32) Ressources du Développement régional pour l'évaluation des programmes					
33) Ressources aux conseils scolaires pour le développement du curriculum					
34) Ressources pour l'implantation des programmes-cadres					
PUBLICATIONS Périodiques 35) Orbit (5 fois l'an)					
36) Evaluation & Measurement Newsletter					
37) Lettre circulaire du Bureau de développement régional					
38) OISE Materials for Schools					
Livres et Monographies 39) Titre: ______________________					
40) Titre: ______________________					
41) Titre: ______________________					
SERVICES 42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur					
43) Services de documentation, de bibliographie et de renseignements à la bibliothèque de l'IEPO					
44) Services de renseignements offerts par les Bureaux régionaux					
45) Services de renseignements du Bureau du Directeur de l'Institut					
46) Services de renseignements du Bureau de recherche et développement					
47) Services de renseignements ou de consultation du Centre Franco-Ontarien					

Activités de l'IEPO	Valeur perçue pour l'éducation dans la province Elevée	Moyenne	Basse	Nulle	Ne sais pas
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation					
49) Consultants demandés à l'IEPO pour des activités locales					
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement profesionnel					
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut					
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires					
53) Autre:____________________					

B. Utilisation des activités de l'IEPO

Il serait utile de savoir également le degré d'utilisation de ces mêmes activités dans votre conseil scolaire. Veuillez indiquer par un crochet le degré d'utilisation dans la colonne appropriée.

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) F.L.S. (Stern)				
4) Writing Strategies (Bereiter,Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving. Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter. Fopp, Robinson et al.)				
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs humaines (Roy, Ireland)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Matériaux pour les écoles de langue française (Lamérand, Mougeon)				
15) Reading Texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
PROGRAMMES GENERAUX OU STRATEGIES				
20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)				
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES				
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)				
29) Projections des effectifs scolaires (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Ressources du Développement régional pour l'évaluation des programmes				
33) Ressources aux conseils scolaires pour le développement du curriculum				
34) Ressources pour l'implantation des programmes-cadres				

C. Utilisation et valeur des publications de l'IEPO

Veuillez coter le degré d'utilisation et de valeur pour chacune des publications suivantes.

PUBLICATIONS	Degré d'utilisation dans votre conseil				Valeur perçue dans le conseil			
	Elevée	Moyenne	Basse	Nulle	Elevée	Moy.	Basse	Nulle
35) Orbit (5 fois l'an)								
36) Evaluation & Measurement Newsletter								
37) Lettre circulaire du Bureau de développement régional								
38) OISE Materials for Schools								
Livres et Monographies								
39) Titre: ____________								
40) Titre: ____________								
41) Titre: ____________								

SERVICES	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur				
43) Services de documentation de bibliographie et de renseignements à la bibliothèque de l'IEPO				
44) Services de renseignements offerts par les Bureaux régionaux				
45) Services de renseignements du Bureau du Directeur de l'Institut				
46) Services de renseignements du Bureau de recherche et développement				
47) Services de renseignements ou de consultation du Centre Franco-Ontarien				
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation				
49) Consultants demandés à l'IEPO pour des activités locales				
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement professionnel				
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut				
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires				
53) Autre: ____________________				

D. Impact général des activités de l'IEPO

Veuillez indiquer votre perception de l'impact général de l'IEPO sur l'éducation ontarienne dans les domaines indiqués ci-dessous. Veuillez cocher dans la colonne appropriée pour chaque question.

Activités de l'IEPO	Degré d'impact			
	Élevé	Moyen	Bas	Nul
1) La recherche pure en éducation				
2) Les activités de développement régional				

Activités de l'IEPO	Degré d'impact Elevé	Moyen	Bas	Nul
3) Développement des programmes				
4) L'évaluation				
5) Analyse et discussion des politiques en éducation				
6) Matériaux didactiques				
7) La recherche appliquée à des problèmes spécifiques à l'école				
8) Les problèmes d'organisation et d'administration				
9) Le développement du curriculum				
10) La mise en oeuvre du curriculum				
11) Autre: ____________________				

Commentaires:

12) Veuillez donner votre perception de l'impact des programmes de maîtrise et de doctorat offerts par l'IEPO sur l'éducation ontarienne.

Elevé ________ Moyen ________ Bas ________ Nul ________

E. Effets de la participation de l'IEPO à des ateliers

Les administrateurs, les conseillers scolaires et les enseignants ont pu assister à des ateliers auxquels a participé le personnel de l'IEPO. Il serait utile de savoir dans quelle mesure une telle participation a pu influencer la pratique ou la politique organisationnelle, administrative et instructionnelle. Veuillez évaluer le degré d'influence pour chacun des domaines ci-dessous.

Optique de l'atelier	Degré d'influence dûe à la participation de l'IEPO Très élevé	Elevé	Moyen	Bas	Nul
1) Les pratiques de la supervision					
2) Les rapports entre administrateurs et conseillers scolaires					
3) Les structures organisationnelles					
4) L'élaboration des politiques					
5) Les procédés d'évaluation					

E54

	Degré d'influence dûe à la participation de l'IEPO				
Optique de l'atelier	Très élevé	Elevé	Moyen	Bas	Nul
6) L'analyse des politiques actuelles en éducation					
7) Les approches à l'enseignement et au curriculum					
8) Autre (veuillez indiquer) ____________________ ____________________ ____________________					

F. L'utilisation du personnel de l'IEPO par votre conseil scolaire

1. Votre conseil a-t-il déjà eu recours au personnel de l'IEPO afin d'évaluer un aspect de la pratique organisationnelle ou intructionnelle:

OUI _____ NON _____ NE SAIS PAS _____

Si OUI, qu'est-ce qu'on a évalué? ____

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

2. Votre conseil a-t-il déjà fait appel au personnel de l'IEPO dans un rôle consultatif?

OUI _____ NON _____ NE SAIS PAS _____

Si OUI, quelle était la nature de la (des) tâche(s)?

____

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

Region: ______ Board: ______________________________ Your Position: ______________

SURVEY OF THE IMPACT OF OISE

A. Value of Specific OISE Activities

OISE has conducted approximately 2,000 large- and small-scale studies in almost every aspect of education over the past 15 years. Listed below are a small number of the most recent activities in which OISE staff have played a major role. We are interested in your perception of the value of those activities with which you are familiar, whether or not you have had personal experience with them. (A later question will determine actual utilization of OISE materials and services in your systems.)

	Perceived Value to Education in the Province				
OISE Activities	High	Moderate	Low	None	Don't Know
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE					
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) French Teaching Modules (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs Humains (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) Women in Canadian History Series (Prentice, Light et al.)					
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Materials for French Language Schools (Lamerand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					

.../2

	Perceived Value to Education in the Province				
OISE Activities	High	Moderate	Low	None	Don't Know
19) The City Kid's Book (Endicott)					
GENERAL PROGRAMS OR STRATEGIES					
20) Special education materials and ideas (e.g., blind, deaf programs)					
21) Franco-Ontarian research materials, e.g., sociolinguistic studies (Mougeon, Lamerand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE					
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					
28) School Board Finance and Grants (Rideout)					
29) Enrolment Projections (Watson)					
30) Class size studies (Ryan, Greenfield)					
31) Classroom Volunteer Programs (Hedges)					
32) Field Centre assistance in program-evaluation					
33) Curriculum development assistance to school boards					
34) Guideline-implementation assistance					
PUBLICATIONS Periodicals					
35) Orbit (t times a year)					
36) Evaluation & Measurement Newsletter					
37) Field Development Newsletter					
38) OISE Materials for Schools					
Books and Monographs					
39) Title: ____________________					
40) Title: ____________________					
41) Title: ____________________					

.../3

OISE Activities	Perceived Value to Education in the Province				
	High	Moderate	Low	None	Don't Know
SERVICES					
42) EISO: Education Information System for Ontario (computerized bibliographic search service)					
43) Documentation, bibliographic and information services of OISE Library					
44) Information services provided by Field Centres					
45) Information service of Office of the Director of the Institute					
46) Information services of Office of Research and Development					
47) Information and consultation service of Modern Language Centre					
48) Consultation and/or information services of Education Evaluation Centre					
49) Consultants for specific local activities requested from OISE					
50) Professional Activity Day speakers requested from OISE					
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office					
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group					
53) Other: ____________________					

B. Use of Specific OISE Activities

We would also like to know about the use or implementation of these activities in your school system. Would you please indicate the degree of use by placing a check-mark in the appropriate column for each item.

OISE Activities	Degree of Use in Your System			
	Widespread Use	Moderate Use	Experimental Use	Not Used
SPECIFIC MATERIALS AND PROGRAMS FOR SCHOOL USE				
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) French Teaching Modules (Stern)				
4) Writing Strategies (Bereiter, Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)				

.../4

	Degree of Use in Your System			
OISE Activities	Widespread Use	Moderate Use	Experimental Use	Not Used
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs Humains (Roy, Ireland)				
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) Women in Canadian History Series (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Materials for French Language Schools (Lamerand, Mougeon)				
15) Reading texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
GENERAL PROGRAMS OR STRATEGIES				
20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Franco-Ontarian research materials, e.g., sociolinguistic studies (Mougeon, Lamerand)				
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				
IMPLEMENTATION/ORGANIZATION/EVALUATION METHODS AND ASSISTANCE				
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				

.../5

OISE Activities	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) School Board Finance and Grants (Rideout)				
29) Enrolment Projections (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Field Centre assistance in program evaluation				
33) Curriculum development assistance to school boards				
34) Guideline-implementation assistance				

C. Use and Value of OISE Publications

Would you please rate the degree of use and the value of each of these for your school system.

Publication	Degree of Use in Your System Use High	Mod.	Low	None	Perceived Value in Your System Value High	Mod.	Low	None
35) Orbit (5 times a year)								
36) Evaluation & Measurement Newsletter								
37) Field Development Newsletter								
38) OISE Materials for Schools								
Books and Monographs 39) Title: ____________								
40) Title: ____________								
41) Title: ____________								

SERVICES

	Degree of Use in Your System Widespread Use	Moderate Use	Experimental Use	Not Used
42) EISO: Education Information System for Ontario (computerized bibliographic search service)				
43) Documentation, bibliographic and information services of OISE Library				
44) Information services provided by Field Centres				
45) Information service of Office of the Director of the Institute				
46) Information services of Office of Research and Development				

.../6

OISE Activities	Widespread Use	Moderate Use	Experimental Use	Not Used
	Degree of Use in Your System			
47) Information and consultation service of Modern Language Centre				
48) Consultation and/or information services of Education Evaluation Centre				
49) Consultants for specific local activities requested from OISE				
50) Professional Activity Day speakers requested from OISE				
51) Organization of PA or other program at OISE for your school/jurisdiction by OISE Conference Office				
52) Leaders provided for Conferences of Principals' groups, administrative groups, and for Board group				
53) Other: ____________ ____________				

D. General Impact of OISE Activities

Would you please give your assessment of the general impact of OISE on Ontario education in the areas listed below. Please place a check mark in the appropriate column for each item. You may wish to add other areas or make additional comments.

OISE Activities	High	Moderate	Low	None
	Degree of Impact			
1) Basic research in education				
2) Field centre activities				
3) Program development				
4) Evaluation				
5) Policy discussion and analysis				
6) Teaching materials				
7) Research applied to specific school problems				
8) Organization and administrative problems				
9) Curriculum development				
10) Curriculum implementation				
11) Other: ____________ ____________				
Comment: ____________				
____________				
____________				
____________				

12) Please give your assessment of the general impact of OISE Graduate Degree Programs on Ontario education: High_____ Moderate_____ Low_____ None_____.

.../7

E. Influence of OISE Participation in Workshops

Administrators, trustees and teachers may have attended workshops in which OISE staff have participated. We are interested in the influence that such participation has had in changing organizational, administrative and instructional practice or policy. Please rate the influence that you perceive in each of the areas below:

Workshop Focus	Degree of Influence of OISE Participants Very High	High	Moderate	Low	None
1) Supervisory practices					
2) Trustee, administrator relationships					
3) Organizational structures					
4) Policy development					
5) Evaluation plans or practices					
6) Analysis of current educational issues					
7) Curricula and instructional approaches					
8) Other (please list) __________ __________ __________					

F. Special Use of OISE Staff by Your School System

1. Has your board ever called on OISE staff to evaluate some organizational or program aspect in practice? Yes_____ No_____ Don't Know_____

If so, what was evaluated? ____________________

Could you comment on the usefulness of OISE assistance (if appropriate).

2. Has your board ever called upon OISE staff to serve in some consultative role? Yes_____ No_____ Don't Know_____

If so, what was the nature of the task(s)? ____________________

Please comment on the usefulness of OISE assistance (if appropriate).

.../8

G. General Questions

Following are some general questions about OISE and about how the resources of OISE might be used to improve education in Ontario.

1. In general, would you like to see OISE increase, maintain, or decrease its level of involvement in field and research activities?

   Increase_____ Maintain_____ Decrease_____

2. If there are any of the following types of activities (or other types not listed) on which you would like to see increased emphasis by OISE, please number these in order of priority, indicating what educational problems are most important in your view.

   a) Direct help to school systems and teachers with specific problems _____
   b) Production of curriculum materials and methods _____
   c) Work in adult or continuing education _____
   d) Work in professional in-service education _____
   e) Research in practical problems affecting schools _____
   f) Help with program implementation _____
   g) Basic research in learning and instruction _____
   h) Help with personnel evaluation _____
   i) Help with student evaluation _____
   j) Analysis of important and provincial educational policy issues _____

   Others (please list):

   k) ______________________________ _____
   l) ______________________________ _____
   m) ______________________________ _____
   n) ______________________________ _____

3. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________
   ______________________ ______________________

4. Are there any other comments you would like to make on OISE's research and field activities? ______________________________

   ____
   ____
   ____

Many thanks for your cooperation in this study. Please return the completed questionnaire to your Director of Education.

Région: ________________ Conseil scolaire __________ Poste occupé: ______

____

E63

SONDAGE SUR L'IMPACT DE
L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (IEPO)

A. Valeur des activités de l'IEPO

L'IEPO a mené, depuis ses débuts, environ 2000 études à grande et à petite échelle portant sur tout les aspects de l'éducation, ou peu de choses près. Vous trouverez ci-dessous une liste des activités les plus récentes et les plus importantes auxquelles a participé le personnel de l'IEPO. Il est question de savoir votre perception de la valeur des activités dont vous êtes au courant, que vous en ayez une expérience personnelle ou non. (Un questionnaire ultérieur portera sur l'utilisation effective, dans votre système scolaire, des matériaux et des services de l'IEPO).

Ne sont traduites en français que les activités qui sont actuellement disponibles en français et ce pour deux raisons: l'activité risque d'être mieux connue sous le titre anglais, et une traduction pourrait donner l'impression que tous les services et activités étaient disponibles en français. Cela n'exclut évidemment pas l'éventualité de ces activités en français, s'il devait y avoir des demandes précises à ce sujet.

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
MATERIAUX ET PROGRAMMES DESTINES A ETRE UTILISES DANS LES ECOLES					
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)					
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)					
3) F.L.S. (Stern)					
4) Writing Strategies (Bereiter, Fillion)					
5) Thinking and Conceptual Skills development materials including problem solving, Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)					
6) Peterborough Mathematics Program (Leithwood)					
7) Valeurs humaines (Roy, Ireland)					
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)					
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Bassa	Nulle	Ne sais pas
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)					
11) Science Enquiry materials and methods (Connelly, Roberts)					
12) Organizing School Boards					
13) Moral Education (Beck, Sullivan)					
14) Matériaux pour les écoles de langue française (Lamérand, Mougeon)					
15) Reading texts and in-service (McInnes, Smith, Fillion)					
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)					
17) The Women's Kit					
18) Audio Tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations, etc.					
19) The City Kid's Book (Endicott)					
PROGRAMMES GENERAUX OU STRATEGIES					
20) Special education materials and ideas (e.g., blind, deaf programs)					
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)					
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)					
23) Administrative "In Basket" exercises (Musella)					
24) Early childhood programs (Fowler)					
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)					
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES					
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)					
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)					
29) Projections des effectifs scolaires (Watson)					
30) Class size studies (Ryan, Greenfield)					
31 Classroom Volunteer Programs (Hedges)					
32) Ressources du Développement régional pour l'évaluation des programmes					
33) Ressources aux conseils scolaires pour le développement du curriculum					
34) Ressources pour l'implantation des programmes-cadres					
PUBLICATIONS Périodiques 35) Orbit (5 fois l'an)					
36) Evaluation & Measurement Newsletter					
37) Lettre circulaire du Bureau de développement régional					
38) OISE Materials for Schools					
Livres et Monographies 39) Titre: ______________________					
40) Titre: ______________________					
41) Titre: ______________________					
SERVICES 42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur					
43) Services de documentation, de bibliographie et de renseignements à la bibliothèque de l'IEPO					
44) Services de renseignements offerts par les Bureaux régionaux					
45) Services de renseignements du Bureau du Directeur de l'Institut					
46) Services de renseignements du Bureau de recherche et développement					
47) Services de renseignements ou de consultation du Centre Franco-Ontarien					

	Valeur perçue pour l'éducation dans la province				
Activités de l'IEPO	Elevée	Moyenne	Basse	Nulle	Ne sais pas
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation					
49) Consultants demandés à l'IEPO pour des activités locales					
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement profesionnel					
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut					
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires					
53) Autre:____________________					

B. Utilisation des activités de l'IEPO

Il serait utile de savoir également le degré d'utilisation de ces mêmes activités dans votre conseil scolaire. Veuillez indiquer par un crochet le degré d'utilisation dans la colonne appropriée.

	Degré d'utilisation dans votre conseil scolaire			
Activités de l'IEPO	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
1) Computer Assisted Instruction in Mathematics (Scott, Olivier)				
2) Intermediate Evaluation Tests, including written English testing (Holmes, Evans)				
3) F.L.S. (Stern)				
4) Writing Strategies (Bereiter,Fillion)				
5) Thinking and Conceptual Skills development materials including problem solving. Thinking Games, Inquiry Training Program, Basic Thinking Skills, Conceptual Skills Program, etc. (Anderson, Regan, Bereiter, Popp, Robinson et al.)				
6) Peterborough Mathematics Program (Leithwood)				
7) Valeurs humaines (Roy, Ireland)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
8) Canadian Contemporary Issues Series (Eisenberg, Bourne et al.)				
9) La femme dans l'Histoire canadienne (Prentice, Light et al.)				
10) French immersion materials and research, second language testing and evaluation (Swain, Lapkin, Barik)				
11) Science Enquiry materials and methods (Connelly, Roberts)				
12) Organizing School Boards				
13) Moral Education (Beck, Sullivan)				
14) Matériaux pour les écoles de langue française (Lamérand, Mougeon)				
15) Reading Texts and in-service (McInnes, Smith, Fillion)				
16) Community Involvement Program: secondary school credit course involving work in social service agencies (Brison)				
17) The Women's Kit				
18) Audio tape series: Canadian Poets on Tape, Canada and the Caribbean; Canada/U.S. Relations, Canada's Foreign Relations etc.				
19) The City Kid's Book (Endicott)				
PROGRAMMES GENERAUX OU STRATEGIES				
20) Special education materials and ideas (e.g., blind, deaf programs)				
21) Recherches franco-ontariennes, par ex. études sociolinguistiques (Mougeon, Lamérand)				
22) School Board Administration Project - workshops for OSTC, OAEAO, OASBO (Hickcox, Ryan, Scott)				
23) Administrative "In Basket" exercises (Musella)				
24) Early childhood programs (Fowler)				
25) Blissymbolics program for children with communication impairment at Crippled Children's Centre (Silverman)				

Activités de l'IEPO	Degré d'utilisation dans votre conseil scolaire: Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
MISE EN OEUVRE, ORGANISATION, EVALUATION: METHODES ET RESSOURCES				
26) Administrative studies (Greenfield, Williams, Hickcox, Ryan, Lawton)				
27) Curriculum implementation methods (Leithwood, Fullan, Robinson, etc.)				
28) Financement et octrois aux conseils scolaires (Rideout, Churchill)				
29) Projections des effectifs scolaires (Watson)				
30) Class size studies (Ryan, Greenfield)				
31) Classroom Volunteer Programs (Hedges)				
32) Ressources du Développement régional pour l'évaluation des programmes				
33) Ressources aux conseils scolaires pour le développement du curriculum				
34) Ressources pour l'implantation des programmes-cadres				

C. Utilisation et valeur des publications de l'IEPO

Veuillez coter le degré d'utilisation et de valeur pour chacune des publications suivantes.

PUBLICATIONS	Degré d'utilisation dans votre conseil: Elevée	Moyenne	Basse	Nulle	Valeur perçue dans le conseil: Elevée	Moy.	Basse	Nulle
35) Orbit (5 fois l'an)								
36) Evaluation & Measurement Newsletter								
37) Lettre circulaire du Bureau de développement régional								
38) OISE Materials for Schools								
Livres et Monographies								
39) Titre:________________								
40) Titre:________________								
41) Titre:________________								

SERVICES	Degré d'utilisation dans votre conseil scolaire			
	Utilisation large	Utilisation modérée	Utilisation expérimentale	Nulle
42) EISO (Education Information System for Ontario): Recherches bibliographiques par ordinateur				
43) Services de documentation de bibliographie et de renseignements à la bibliothèque de l'IEPO				
44) Services de renseignements offerts par les Bureaux régionaux				
45) Services de renseignements du Bureau du Directeur de l'Institut				
46) Services de renseignements du Bureau de recherche et développement				
47) Services de renseignements ou de consultation du Centre Franco-Ontarien				
48) Services de consultation et/ou de renseignements du Centre d'évaluation en éducation				
49) Consultants demandés à l'IEPO pour des activités locales				
50) Personnes ressources demandées à l'IEPO pour des journées d'avancement professionnel				
51) Organisation de l'avancement professionnel ou tout autre activité pour votre école/conseil de la part du Bureau des conférences de l'Institut				
52) Animateurs pour des groupes de directeurs/administrateurs/conseillers scolaires				
53) Autre: ______________________				

D. Impact général des activités de l'IEPO

Veuillez indiquer votre perception de l'impact général de l'IEPO sur l'éducation ontarienne dans les domaines indiqués ci-dessous. Veuillez cocher dans la colonne appropriée pour chaque question.

Activités de l'IEPO	Degré d'impact			
	Elevé	Moyen	Bas	Nul
1) La recherche pure en éducation				
2) Les activités de développement régional				

	Degré d'impact			
Activités de l'IEPO	Elevé	Moyen	Bas	Nul
3) Développement des programmes				
4) L'évaluation				
5) Analyse et discussion des politiques en éducation				
6) Matériaux didactiques				
7) La recherche appliquée à des problèmes spécifiques à l'école				
8) Les problèmes d'organisation et d'administration				
9) Le développement du curriculum				
10) La mise en oeuvre du curriculum				
11) Autre: ________________________ ________________________				

Commentaires:

____

____

____

____

____

12) Veuillez donner votre perception de l'impact des programmes de maîtrise et de doctorat offerts par l'IEPO sur l'éducation ontarienne.

Elevé ________ Moyen ________ Bas ________ Nul ________

E. Effets de la participation de l'IEPO à des ateliers

Les administrateurs, les conseillers scolaires et les enseignants ont pu assister à des ateliers auxquels a participé le personnel de l'IEPO. Il serait utile de savoir dans quelle mesure une telle participation a pu influencer la pratique ou la politique organisationnelle, administrative et instructionnelle. Veuillez évaluer le degré d'influence pour chacun des domaines ci-dessous.

	Degré d'influence dûe à la participation de l'IEPO				
Optique de l'atelier	Très élevé	Elevé	Moyen	Bas	Nul
1) Les pratiques de la supervision					
2) Les rapports entre administrateurs et conseillers scolaires					
3) Les structures organisationnelles					
4) L'élaboration des politiques					
5) Les procédés d'évaluation					

Optique de l'atelier	Degré d'influence dûe à la participation de l'IEPO				
	Très élevé	Elevé	Moyen	Bas	Nul
6) L'analyse des politiques actuelles en éducation					
7) Les approches à l'enseignement et au curriculum					
8) Autre (veuillez indiquer) ______________________ ______________________ ______________________					

F. L'utilisation du personnel de l'IEPO par votre conseil scolaire

1. Votre conseil a-t-il déjà eu recours au personnel de l'IEPO afin d'évaluer un aspect de la pratique organisationnelle ou intructionnelle:

OUI _____ NON _____ NE SAIS PAS _____

Si OUI, qu'est-ce qu'on a évalué? ______________________________

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

2. Votre conseil a-t-il déjà fait appel au personnel de l'IEPO dans un rôle consultatif?

OUI _____ NON _____ NE SAIS PAS _____

Si OUI, quelle était la nature de la (des) tâche(s)?

____

____

____

____

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

____

____

____

____

E72

Region: ________ **Board:** ____________________ **Your Position** ______________

____

ONTARIO SCHOOL TRUSTEES

SURVEY OF OISE IMPACT

1. For which school board are you a trustee?

____

2. For how many years have you served as a trustee? ____________________

3. As a trustee, you may have attended workshops in which OISE staff have participated. We are interested in the influence that such participation has had in changing organizational, administrative and instructional practice or policy. Please rate the influence that you perceive in each of the areas below:

	Degree of Influence of OISE Participants				
Workshop Focus	Very High	High	Moderate	Low	None
1) Supervisory practices					
2) Trustee, administrator relationships					
3) Organizational structures					
4) Policy development					
5) Evaluation plans or practices					
6) Analysis of current educational issues					
7) Curricula and instructional approaches					
8) Other (please list) ______________ ______________ ______________					

4. Has your board ever called on OISE staff to evaluate some organizational or program aspect in practice? Yes _____ No _____ Don't Know _____

If so, what was evaluated? ______________________________

____

____

____

____

____

.../2

Could you comment on the usefulness of OISE assistance (if appropriate).

5. Has your board ever called upon OISE staff to serve in some consultative role?
Yes _____ No _____ Don't Know _____
If so, what was the nature of the task(s)? ______________________

Please comment on the usefulness of OISE assistance (if appropriate).

6. Would you please give your assessment of the general impact of OISE on Ontario education in the areas listed below. Please place a check mark in the appropriate column for each item. You may wish to add other areas or make additional comments.

	Degree of Impact			
OISE Activities	High	Moderate	Low	None
1) Basic research in education				
2) Field centre activities				
3) Program development				
4) Evaluation				
5) Policy discussion and analysis				
6) Teaching materials				
7) Research applied to specific school problems				
8) Organization and administrative problems				

...3/

Many thanks for your cooperation in this study. Please return the completed questionnaire in the stamped addressed envelope to:

Mr. James Singleton
Office of Research and Development
Ontario Institute for Studies in Education
252 Bloor Street West
TORONTO, Ontario
M5S 1V6

OISE Activities	Degree of Impact High	Moderate	Low	None
9) Curriculum development				
10) Curriculum implementation				
11) Other: ____________________				
Comment: ____________________				

12) Please give your assessment of the general impact of OISE Graduate Degree Programs on Ontario education: High _____ Moderate _____ Low _____ None _____.

7. We are interested in the extent to which OISE staff members and their work are known in the educational community of Ontario. As an indication of this, could you list below the names of OISE people whom you know or know about (perhaps through their publications or presentations at workshops).

8. What educational problem area, in your mind, should be given greatest priority in directing the field and research and development programs of OISE in the future?

Région:____________ **Conseil scolaire:**____________ **Poste occupé: Conseiller** ___
Membre du CCLF __________

CONSEILLERS SCOLAIRES ONTARIENS

ENQUETE SUR L'IMPACT DE L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (IEPO)

1. Pour quel conseil êtes-vous conseiller scolaire/membre du CCLF?

____

2. Depuis combien d'années êtes-vous conseiller scolaire/membre du CCLF?

__________ années.

3. Comme conseiller scolaire/membre du CCLF, vous avez pu assister à ces ateliers auxquels a participé le personnel de l'IEPO. Il serait utile de savoir dans quelle mesure une telle participation a pu influencer la pratique ou la politique organisationnelle, administrative et instructionnelle. Veuillez évaluer le degré d'influence pour chacun des domaines ci-dessous.

	Degré d'influence dûe à la participation de l'IEPO				
Optique de l'atelier	Très élevé	Elevé	Moyen	Bas	Nul
1) Les pratiques de la supervision					
2) Les rapports entre administrateurs et conseillers scolaires					
3) Les structures organisationnelles					
4) L'élaboration des politiques					
5) Les procédés d'évaluation					
6) L'analyse des politiques actuelles en éducation					
7) Les approches à l'enseignement et au curriculum					
8) Autre: (veuillez indiquer) __________ __________ __________					

4. Votre conseil a-t-il déjà eu recours au personnel de l'IEPO afin d'évaluer un aspect de la pratique organisationnelle ou instructionnelle?

OUI ____ NON ____ NE SAIS PAS ____

Si OUI, qu'est-ce qu'on a évalué? ____________________

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

5. Votre conseil a-t-il déjà fait appel au personnel de l'IEPO dans un rôle consultatif?

OUI ____ NON ____ NE SAIS PAS ____

Si OUI, quelle était la nature de la (des) tâche(s)?

Veuillez commenter l'utilité de l'aide de l'IEPO (si approprié).

6. Veuillez indiquer votre perception de l'impact général de l'IEPO sur l'éducation ontarienne dans les domaines indiqués ci-dessous. Veuillez cocher dans la colonne appropriée pour chaque question.

	Degré d'impact			
Activités de l'IEPO	Elevé	Moyen	Bas	Nul
1) La recherche pure en éducation				
2) Les activités de développement régional				
3) Développement des programmes				
4) L'évaluation				
5) Analyse et discussion des politiques en éducation				

Activités de l'IEPO	Degré d'impact			
	Elevé	Moyen	Bas	Nul
6) Matériaux didactiques				
7) La recherche appliquée à des problèmes spécifiques à l'école				
8) Les problèmes d'organisation et d'administration				
9) Le développement du curriculum				
10) La mise en oeuvre du curriculum				
11) Autre: ____________ ____________				

Commentaires:

12) Veuillez donner votre perception de l'impact des programmes de maîtrise et de doctorat offerts par l'IEPO sur l'éducation ontarienne.

Elevé ________ Moyen ________ Bas ________ Nul ________

7) Nous aimerions savoir dans quelle mesure le corps professoral de l'IEPO est connu par la communauté scolaire. A titre indicatif, veuillez désigner le personnel de l'IEPO que vous connaissez et/ou dont vous avez entendu parler (peut-être par le biais de leurs publications ou de leurs présentations dans le cadre d'ateliers).

8. A votre avis, à quel domaine problématique faut-il donner priorité dans les programmes de recherche et développement et de développement régional à l'avenir?

____

____

____

____

Nous vous remercions de votre coopération. Veuillez retourner le questionnaire dans l'enveloppe affranchie à:

M. James Singleton
Commission d'enquête sur l'impact
252 rue Bloor Ouest
Toronto, Ontario
M5S 1V6

APPENDIX F

REQUESTS FOR ASSISTANCE FROM DIRECTORS OF EDUCATION OISE FACULTY AND RESEARCH OFFICERS, AND DEPARTMENT CHAIRPERSONS

To Ontario Directors of Education F1

Aux Directeur d'Education F4

To OISE Faculty and Research Officers F7

Faculty and Research Officer Questionnaire F11

To Department Chairpersons and Coordinator of Field Development F15

F1

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

January 10, 1980

To: The Directors of Education

Re: TASK FORCE ON THE IMPACT OF OISE RESEARCH, DEVELOPMENT AND FIELD DEVELOPMENT

The purpose of this letter is to alert you to a special study being undertaken across the province.

The Ontario Institute for Studies in Education has established a Task Force on the Impact of OISE Research and Development and Field Development. The purpose of the study is to examine the nature and extent of the effect of research, development and field development activity on the various groups which have had contact with the Institute since the Institute was founded, with particular emphasis on the recent past. Findings of this study are expected to identify activities that are most fruitful and to provide the basis for recommendations which could indicate areas for improvement and future directions.

The Task Force is composed of:

Dr. N. L. Gage of Stanford University, U.S.A.

Dr. Torsten Husén of the Institute for International Education, Stockholm, Sweden

Mr. J. W. Singleton, retired, Ontario.

The Ontario Institute for Studies in Education carries out activities in three main areas: Graduate Studies, Research and Development, and Field Development. The nature and interplay of the last two areas is the subject of this study.

The object is to examine the impact of research, development and field development on the various groups which have had contact with the Institute. Impact is taken to mean any effect, both direct or indirect, on individuals or groups of individuals. Among the "contact" groups are schools, principals, teachers, federations, trustees, supervisory officials, and the Colleges of Applied Arts and Technology, as well as the national and international community of scholars.

The Task Force has limited time and resources to complete its task since the report is expected in June, 1980. The members met last fall to establish the data base which is required for the study. A further meeting will be held in February and a final meeting in May of 1980.

. . . 2

These limitations preclude most normal research approaches and remove the possibility of an in-depth study and analysis. However, members of the Task Force are convinced that sound judgmental conclusions can be derived from detailed communication with individuals in the client groups. In pursuit of this approach, questionnaires have been designed to assess the impact (if any) of research and field development work.

The concept of canvassing all teachers, all trustees, or all schools, etc. in the province has been rejected as being wasteful and possibly counterproductive. Rather, an attempt will be made to identify and contact as many individuals as possible who have been involved in OISE research and field development activities. Through these individuals we hope to gain an insight into the impact or effect of OISE involvement. In addition, the Task Force will seek interviews with legislators and other people having special views on education.

However, assessment of the involvement of OISE ought not be restricted to formal projects or studies. Many activities of great importance to the health and welfare of local systems are carried on in less formal ways -- at conferences, in workshops, through speeches and discussions, by telephone, etc. Contacts who might be affected by these approaches are also valuable to the Task Force.

It is recognized that many individuals, both within the Institute and outside, have considerable knowledge of the research process itself and of the effects of the Institute and may desire to make individual presentations. Such presentations may be in writing or by personal discussion. Mr. James Singleton will be available to receive such presentations. Personal interviews should be arranged by note or by telephone (923-6641, extension 711).

The final report is expected to produce a series of conclusions and recommendations which will affect the research and development and field endeavours of the Institute in the future. The extent to which it will accomplish this goal will be most strongly influenced by the quantity and quality of the data base which is assembled for consideration of the Task Force.

How You Can Assist

Under separate cover, we will send to you a package containing:

1. A questionnaire aimed at assessing your personal opinion of the impact of OISE research and development and field development;

2. A small number of special questionnaires for distribution to trustees who, in your opinion, have had the experience to formulate opinions on the subject;

3. Some special questionnaires for distribution to other supervisory officers, coordinators and consultants in your jurisdiction;

4. A number of questionnaires for distribution to other personnel whom you believe to have participated in projects in which OISE has also been involved, either in an advisory or participant capacity.

F3

F3

Extra copies of these questionnaires may be obtained by calling (416) 923-6641, extension 711.

It would assist the Task Force greatly if you could appoint one of your officials to distribute and collect these forms, and ultimately to return them to us.

We are very much aware that it is conceivable that certain persons may also receive a different questionnaire (on the basis of specific referral by members of OISE staff) related to one specific research or development project or activity. We would appreciate the completion and return of both forms.

We are quite aware of how great a burden this places on you and your people. We can only plead the urgency of the situation, the shortness of the time, and the importance of the information to our study.

Your cooperation is quite essential and we would express our appreciation for your assistance.

JW Singleton

James W. Singleton
Task Force on Impact

THE MEMBERS OF THE TASK FORCE ON IMPACT OF OISE

Professor N. L. GAGE

N.L. Gage is Professor of Education and Psychology and Director of the Program on Teaching Effectiveness of the Center for Educational Research at Stanford University. He is a past president of the American Educational Research Association and the Division of Educational Psychology of the American Psychological Association. The editor of the Handbook of Research on Teaching, to which he contributed, Gage also edited The Psychology of Teaching Methods, a Yearbook of the National Society for the Study of Education, and coedited (with W.W. Charters, Jr.) Readings in the Social Psychology of Education, a publication of the Society for the Psychological Study of Social Issues. In addition to Educational Psychology Gage is the author of Teacher Effectiveness and Teacher Education and The Scientific Basis of the Art of Teaching, and coauthor of Educational Measurement and Evaluation and A Practical Introduction to Measurement and Evaluation. He has served on the editorial boards of a number of journals and texts in educational research, educational psychology, and social psychology. A former fellow of the Center for Advanced Study in the Behavioral Sciences, he was a visiting fellow of the National Institute of Education, where he planned and chaired a National Conference on Studies in Teaching. Gage has also been a Guggenheim fellow and is a member of the National Academy of Education.

Dr. Torsten HUSEN

In 1971 Professor Husen became the first scholar appointed to the new chair in International Education at the University of Stockholm. Previously, he had been Professor of Education and Head of the Department of Education, University of Stockholm, and later Research Professor and Head of the Institute of Educational Research, School of Education, at that university. His extensive international service includes his positions as Chairman of the Governing Board of the International Institute for Educational Planning; Chairman of the International Association for the Evaluation of Educational Achievement; and as consultant to the Organization for Economic Co-operation and Development. The author of some fifty books and 800 articles; Dr. Husen has written on adolescence; ability and environment; curriculum content and evaluation in mathematics, physics, chemistry, and civics. Dr. Husen writings include Psychological Twin Research, International Study of Achievement in Mathematics 1-11, Educational Research and Educational Change, Talent Opportunity and Career, Social Differences on Educational Attainment, and The Learning Society.

Mr. J. W. SINGLETON

J.W. Singleton is the retired Director of Education for the Region of Halton. He is a past president of the Ontario Secondary School Teachers Federation, a former Chairman of the Ontario Council for Leadership in Educational Administration and a former past president of the Ontario Association of Education Administrative Officials. Mr. Singleton holds several awards for contribution to education and for educational leadership.

F5

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

Au Directeur d'Education:

OBJET: COMMISSION D'ENQUETE SUR L'IMPACT DE LA RECHERCHE ET DEVELOPPEMENT ET DU DEVELOPPEMENT REGIONAL A L'INSTITUT D'ETUDES PEDAGOGIQUES DE L'ONTARIO (IEPO)

Cette lettre est la même que celle que vous avez déjà reçue en anglais au sujet de la Commission d'enquête nommée ci-dessus, avec une différence essentielle: nous vous envoyons sous le même pli des copies de quatre questionnaires décrits à la fin de cette lettre.

L'Institut d'études pédagogiques de l'Ontario a établi une Commission d'enquête sur l'impact de la recherche et développement et du développement régional à l'IEPO. Le but de cette enquête est d'examiner la nature et l'étendue des effets qu'ont pu produire les activités de recherche et développement et de développement régional sur les individus ou groupes qui sont entrés en contact avec l'IEPO. On s'attend à ce que le rapport de la commission identifie les activités qui sont les plus fructueuses et qu'il propose des recommandations aptes à suggérer des améliorations dans certains domaines et des orientations à venir.

Les membres de la Commission sont:

- N.L. Gage, Université de Stanford (U.S.A.)
- Torsten Husén, Institut d'études internationales
  Stockholm, Suède
- J.W. Singleton, à la retraite, Ontario

L'Institut d'études pédagogiques de l'Ontario a une triple fonction: les études supérieures, la recherche et développement et le développement régional. La nature et l'interaction de ces deux derniers domaines forment l'objet de la présente étude.

Il s'agit d'examiner l'impact de la recherche et développement et du développement régional sur les divers groupes qui ont pris contact avec l'Institut. On entend par impact tout effet direct ou indirect sur les individus ou les groupes d'individus. Parmi les groupes contactés, il faut entendre les écoles, les directeurs d'école, les enseignants, les associations d'enseignants, les conseillers scolaires, les Collèges d'arts appliqués et de technologie, de même que la communauté nationale et internationale des chercheurs.

.../2

La Commission d'enquête dispose de peu de temps et de ressources puisque le rapport doit être soumis au mois de juin 1980. Ses membres se sont rencontrés à l'automne afin de définir les données requises pour l'étude. Une deuxième réunion doit se faire en février, puis une dernière réunion en mai 1980.

Ces limitations font obstacle aux méthodes normales de recherche. Elles excluent également une étude et une analyse en profondeur. Les membres de la Commission sont convaincus que la communication en profondeur avec la clientèle de l'Institut peut néanmoins donner lieu à des jugements solides et fondés. C'est pourquoi on a élaboré un questionnaire apte à évaluer l'impact (s'il devait y en avoir) de la recherche et développement et du développement régional.

On a renoncé à l'idée de rejoindre la totalité des écoles, des enseignants, des conseillers scolaires etc., solution peu économique, voire même non productive. On a préféré plutôt identifier et contacter le plus grand nombre d'individus qui ont eu à faire aux activités de recherche et développement et de développement régional de l'IEPO. Nous espérons obtenir ainsi un aperçu de l'impact et de l'effet des activités de l'Institut. De plus, la Commission d'enquête cherchera à interviewer des législateurs et des individus ayant une optique particulière sur l'éducation.

L'évaluation du rôle de l'Institut ne s'en tiendra pas seulement aux projets de recherche. Il y a beaucoup d'activités informelles importantes pour le bon fonctionnement des systèmes locaux ou organisations qui ont lieu lors d'ateliers ou de conférences ou encore par le biais de discours et de discussions, même de communications téléphoniques. L'évaluation du rendement de ces diverses activités peut être tout aussi précieuse pour la Commission.

Il y a sans doute bien des individus à l'intérieur et à l'extérieur de l'Institut qui ont une connaissance approfondie des méthodes de recherche et de l'influence de l'Institut et qui voudraient présenter un mémoire à ce sujet. Ces mémoires peuvent se faire par écrit ou en personne. M. James Singleton sera disponible afin de recevoir de telles interventions. On peut fixer rendez-vous par écrit ou en composant (416) 923-6641, poste 711.
Le bureau de Recherche et développement de l'Institut centralisera toute communication de ce genre.

On s'attend à ce que le rapport final de la Commission fasse état de plusieurs conclusions et recommandations qui risquent fort d'influencer les efforts de l'Institut dans le domaine de la recherche et développement et du développement régional. Une telle influence dépendra directement de la quantité et de la qualité des données réunies par la Commission d'enquête.

Veuillez trouver ci-inclus les questionnaires suivants:

1. Un questionnaire qui vise votre évaluation personnelle de l'impact de la recherche et développement et du développement régional à l'IEPO.

.../3

2. Un petit nombre de questionnaires à distribuer aux conseillers scolaires (et/ou aux membres du CCLF, si vous avez un tel comité) qui, selon vous, ont l'expérience les rendant aptes à formuler des opinions dans ce domaine.

3. Quelques questionnaires à distribuer aux agents de supervision, aux coordonnateurs et aux consultants de votre conseil.

4. Des questionnaires à distribuer au personnel que vous croyez avoir participé à des projets dans lesquels l'Institut a été impliqué, soit à titre de consultant, soit à titre de participant.

On peut obtenir des copies supplémentaires de ces questionnaires en composant (416) 923-6641, poste 711.

Cela facilitera la tâche de la Commission si vous pouviez nommer un responsable de distribuer et recueillir les questionnaires afin de nous les faire parvenir. Il se peut que certaines personnes reçoivent un autre questionnaire (suite à une recommandation par le personnel de l'IEPO) à cause de leur participation à un projet de recherche et développement ou de développement régional, ou encore d'un autre genre d'activité. Il serait toutefois extrêmement utile de recevoir les deux questionnaires dûment remplis.

Nous sommes très conscients du fardeau que ce travail vous impose. Il nous faut alléguer à notre défense l'urgence de la situation, le peu de temps disponible et l'importance de ces renseignements pour l'étude.

Veuillez agréer, Monsieur le Directeur, l'expression de nos remerciements anticipés.

JWSingleton

James W. Singleton
Commission d'enquête
sur l'Impact de l'IEPO

F8

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641
TELEX 06-217720

March 6, 1980

To All OISE Faculty, and
To Research Officers Who Have Acted as Principal Investigators:

As you will know, Dr. Nathaniel Gage, Dr. Torsten Husen and I have been asked to undertake an assessment of the impact of OISE on education. We are charged not only with collecting and analyzing whatever evidence we can acquire regarding the impact of current past activities, but with suggesting ways in which that impact may be increased in the future.

Much of the information we need to complete this task exists in central files or is being acquired through other means. There is one type of information, however, which can only be provided by you, as an individual faculty member. That is the purpose of this request.

Briefly, we want to acquire whatever evidence you have, of whatever type, regarding the impact of your own Research and Development/Field Development work, over the past eight years, on the field of education. Obviously, such evidence will not make much sense unless it is tied to identified streams of activity and output, which is again something only you can do accurately with reference to your own work.

To make this task as simple as possible we are providing you with information from central files as a starting point, and are using a relatively simple response format.

Attached you will find a Project History Sheet for each funded project in which you have been involved, according to central records, over the past eight years, plus response sheets. For each project we are asking for the following types of information.

1. Please add any additional items to the list of project outputs at the bottom of the Project History Sheet. We know that central files of project outputs are incomplete in a number of cases. Also, we suspect that there is a great deal of project output (e.g., conference papers, articles published, materials developed, workshops held) which an outside observer would not identify with a particular project -- that is, you know it's related to project X, but few other people do.

.../2

2. Type of project impact -- simply check the most suitable alternative on the first attachment to the Project History Sheet.

3. Vehicle(s) for impact -- simply check the most suitable alternative(s) on the second attachment to the Project History Sheet.

4. Evidence of impact.

   This is, of course, the focus of the work of the Task Force, and it is for such evidence that we must depend most heavily upon individual faculty members. We have already asked faculty members to supply lists of individuals who have been associated with OISE projects and activities, who are being asked to assess the impact of those projects from their point of view. We would not expect you to duplicate that information here. The Task Force is also asking the Library to conduct a citation search for formal publications by OISE faculty members. What we are looking for especially here are those more detailed, often "personal" evidences of impact which only involved individuals can provide.

   The kind of evidence may vary with the type of activity for output, e.g.:

   - citations and reviews
   - use of material in classrooms
   - indications (even if indirect or from personal communication) that a particular result or output influenced a policy decision
   - debates in the field stimulated by a project or a line of work
   - projects, dissertations, publications which clearly respond to, test, extend, etc. a line of work
   - evidence that a particular teaching strategy or methodology is in use.

   Do not feel bound to note only evidence of impact which is in some sense "conclusive". We are equally interested in softer, more informal evidence. Since the type of evidence may vary with the type of activity, we are simply providing you with a blank sheet of paper. Add extra sheets if you need to.

Finally, attached to this letter is a sheet requesting your thoughts on future directions for Research and Development/Field Development work in OISE.

Two Additional Notes

1. We are well aware that a great deal of important OISE work is not obviously (or at all!) related to formally identified and funded projects. To permit you to tell us about such activities in which you have been involved, a blank Activity History Sheet (in the format noted above) is provided. If you need more, they will be available through your unit head.

2. In many cases, a group of Project History Sheets simply represent yearly iterations of funding for a continuing project or line of work. In such

.../3

cases, it may simplify your task to join together all the related individual Project History Sheets and provide a single set of responses for the entire project or line of work.

Thank you very much for your effort. We recognize that responding to this request will involve a fair amount of time and energy. We are sure that you will also recognize that if we tried to acquire this information solely from central files, we would miss much that is important in your own work, and could easily misinterpret or simply miss much of the impact your work may have had.

Department chairpersons are being asked to develop departmental reports along the general substantive lines indicated above. To aid them in that task, we ask that you channel your reply through your chairperson.

Please return your individual report to your chairperson no later than March 31, 1980.

JW Singleton

James Singleton
Task Force on Impact

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

FUTURE DIRECTIONS FOR R&D/FD WORK IN OISE

We would appreciate a brief statement on future directions for Research and Development/Field Development in the Institute, as you perceive them. On the basis of your own experience over the past several years, as documented in the various information sheets included in this package, what do you see as important directions for OISE work over the next several years? You may wish to refer to developed (or developing) pools of expertise within your own unit or elsewhere in the Institute, to substantive problems in education which you expect to be particularly salient during the next few years (and why), to "state of the art" developments which are likely to bring certain theoretical or methodological problems to the fore, to ways of organizing and/or administering our efforts which may increase our effectiveness, or whatever else appears to you to be important in shaping the activities of the Institute in the near to middle-range future.

Name: ______________________ Department: ______________________ **F12**

I. INDIVIDUAL FACULTY INFORMATION

(a) Attached are Project History Sheets containing all information on file with the Office of Research and Development concerning your involvement in OISE project work (whether internally or externally funded) and written outputs from those projects. Please examine and update the sheets, adding any unlisted outputs resulting from these projects.

(b) Please list below your publications or other outputs unrelated to OISE projects -- i.e., any items not included on your updated Project History Sheets.

F13

ACTIVITY HISTORY SHEET

Please use this form, and add additional pages if necessary, to describe each major activity in Research and Development/Field Development not conducted as a funded project.

Name: ______________________________ Department: _______________________

Title or brief description of activity: ____________________________________

____

____

Duration of Project: From _________________ To ___________________

Please list written outputs, conferences, consultations, in-service activity, etc. below.

Please add any other information that you think would be useful to the Task in understanding the nature, scope or impact of this activity.

Name: ____________________ Department: ____________________ Project No. ________

II. TYPE OF IMPACT

Check the general category into which your work on this project fits best.

____ (a) Basic research in education

____ (b) Field centre activities

____ (c) Program development

____ (d) Evaluation

____ (e) Policy discussion and analysis

____ (f) Research applied to specific school problems

____ (g) Organization and administrative problems

____ (h) Curriculum development

____ (i) Curriculum implementation

____ (j) ____

____ (k) ____

____ (l) ____

F15

Name: ____________________ Department: ____________________ Project No. ________

III. VEHICLE FOR IMPACT

Please indicate below the item(s) most applicable to this project.

General

____ (a) Development or presentation of new or different ideas

____ (b) Helping define or better define a problem

____ (c) Development or presentation of new or different approaches to problems

____ (d) New or changed programs for learners

____ (e) New or changed teaching methods

____ (f) New or changed approaches to bringing about change in education

Specific

____ (g) New or changed approaches to evaluation of learners

____ (h) New or changed approaches to evaluation of teachers

____ (i) New or changed approaches to evaluation of programs

____ (j) Helping to solve a specific educational problem

____ (k) Introducing new curricular materials

____ (l) Introducing new curricular or instructional concepts

____ (m) Improvement of professional skills

____ (n) Analysis of significant policy issues

____ (o) Application of research to practical problems

____ (p) Implementation of change

Other (please specify)

____ (q) ____

____ (r) ____

____ (s) ____

____ (t) ____

Name: ____________________ Department: ____________________ Project No: ________

IV. EVIDENCE OF IMPACT

F16

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641
Office of Research and Development TELEX 06-217720

This letter was sent to the Chairperson of every Institute department and to the Coordinator of Field Development in January 1980.

When all members of the Task Force on Impact were at OISE in November of last year they met with several department chairpersons. Those chairpersons indicated that the work of the Task Force would benefit greatly if departments had an opportunity to file reports in identifying their own perceptions of what they have done and what impact it has had on education. This letter is our response to that request by chairpersons to have an "impact" on the work of the Task Force.

We are asking you to prepare a departmental "Report", so that we will have consistent information to collate in a final document, and to simplify your life by indicating rather precisely what we need and in what form we need it, a detailed outline of the expected content of the departmental report is attached. To assist you in your efforts we are attaching lists from central files of R&D/FD projects in which your department has been involved, and the recorded project outputs.

Information from the departmental reports will be extracted by the Task Force for inclusion in the main body of its Report, and all departmental reports will be included as appendices to that main Report. Therefore, we would ask you to try to use language which would be understandable by an informed layman (we recognize of course that certain areas of research can only be understood in broad outline by a non-expert). We ask that your report not exceed 40 pages (excluding appendices). We know that some of the information we are requesting is available in, e.g., professional activities forms, annual reports to the BSC, etc. Therefore, this task should not be as difficult as it might seem at first glance. The advantage to us, and to you, of the current request is that it permits you to place that information in a multi-year context (we would like the report to cover the past 7-8 years of departmental activity) and to bring together in a single document important information regarding your department which now exists in several separate places. Individual faculty members to channel their replies through the department chairperson. We are sensitive to the fact that any outline of the sort attached probably overlooks some types of important OISE activity. Please include information about any activities in your department which you believe to have had an impact on education but which do not appear to fit neatly within the outline we have developed.

...2/

We recognize that preparation of this report will involve a fair amount of time and effort. We are also sure that you recognize that the utility of the report of the Task Force depends upon our ability to have in hand information which only departments and individual faculty members can provide. We particularly call your attention to the last section of the departmental report. One additional advantage to investing the time required to prepare this report in the form we have indicated is that arraying the information regarding your work in this fashion will hopefully make more evident and compelling your departmental views regarding future directions for R&D/FD work in OISE.

We have asked individual faculty members to return their own reports to the department chairperson no later than March 31, 1980. Please forward these to the Office of Research and Development, to my attention, as soon thereafter as possible. If you wish to make use of information contained in these individual responses, would you please photocopy the documents of interest to you and forward the originals.

To allow the Task Force sufficient time to work with your departmental report, we would ask that you submit it no later than April 18, 1980.

Thank you for your efforts.

Sincerely yours,

JWSingleton

James W. Singleton
Task Force on Impact

JWS/lp
Enclosures

OUTLINE OF DEPARTMENTAL REPORT

1. Department Background

- brief historical summary of the evolution of the department and its programs (e.g., attention to some problem areas phasing out, new problem areas arising; shift from basic to applied research).
- data on numbers of faculty, other employees, students.

2. Major Substantive Contributions

Here we would like you to identify the major problems or questions (e.g., theory, methodology, policy, practice) to which significant and sustained attention has been devoted in your department. For each such problem, address yourself to the following questions.

A. Why has this been a focus of work? Why is it a significant problem? E.g., if it is a problem of theory or methodology how does it relate to the development of the field or the state of the art?

If it is a problem of policy or practice, how were you alerted to it (e.g., general knowledge of the field, director contracts with or request from client groups) and how does it relate to the current state of the field? Generally, we want to know why you have chosen to work on this problem or question rather than other things to which you might have devoted attention. It is recognized that personal interest and expertise and availability of funds are legitimate reasons.

B. How have you attacked the problem?

Here we would ask you to identify the specific projects(s) or activity(ies) involved, noting for each the following types of information:

- specific title (or subject or topic)
- duration
- funding (where applicable)
- client groups, interested persons, cooperating parties
- OISE staff participants
- nature of major activities (brief descriptions), e.g.
    - specific research studies
    - experimental development (e.g., curriculum materials development)
    - professional development and field activities

C. What have been the major outputs of the activities, for example:

- formal and informal publications
- developed and tested curriculum material
- reports
- formal and informal field contacts

When a project has generated a large volume of outputs, please indicate type and number here, with more detailed listing in an appendix.

D. What evidence do you have of the impact of the activities?

This is of course the focus of the work of the Task Force, and it is for evidence of impact that we must depend most heavily on departments and individual faculty members.

We have already asked faculty members to supply lists of individuals who have been associated with OISE projects, who are asked to assess the impact of those projects. We would not expect you to duplicate that information here. The Task Force is also asking the library to conduct a citation search for formal publications by OISE faculty members. What we are looking for especially here are those more detailed, often "personal" evidences of impact which only individuals and departments can provide.

The kind of evidence may vary with the type of activity or output, e.g.

- citations and reviews
- use of material in classrooms
- indications (even if indirect or from personal communication) that a particular result or output influenced a policy decision
- debates in the field stimulated by a project or a line of work
- projects, dissertations, publications which clearly respond to, test, extend, etc., a line of work
- evidence that a particular teaching strategy or methodology is in use

Do not feel bound to note only evidence of impact which is in some sense "conclusive." We are equally interested in softer, more informal evidence.

3. Other Substantive Contributions

In addition to the major areas of departmental activity to be included in Section 2 above, there are likely a host of other contributions by your department which makes a difference to education. These may be included in this section, providing roughly the same kind of information as requested for the major contributions. An effort should be made to group activities of a related nature, even if carried out by different persons.

4. A brief (approximately 2-3 pages) summary assessment of the effects and contributions of your department's work over the past 7-8 years.

5. A brief statement of future directions for R&D/FD work in OISE, as your department perceives them. Based upon your own experience over the past several years, as documented above, what do you see as important directions for OISE work over the next several years? You may wish to refer to developed (or developing) pools of expertise within your own unit (or elsewhere in the Institute), to substantive problems in education which you expect to be particularly salient during the next few years (and why?), to "state of the art" developments which are likely to bring certain theoretical or methodological problems to the fore, to ways of organizing and/or administering our efforts which may increase our effectiveness, or whatever else appears to your department to be important in shaping our work in the near to middle-range future.

F20

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641
Office of Research and Development Studies TELEX 06-217720

March 21, 1980

This letter was sent to the Chairperson of each Institute department and to the Coordinator of Field Development.

At the meeting of department chairmen with the Task Force on Impact on Wednesday, March 19, an effort was made to clarify and simplify the request for reports that had been sent to the department chairmen. The result of that effort can be expressed in the following suggestions to the department chairmen:

1. Write your report on the basis of your examination of, and thinking about, the reports of the faculty members and research officers in your department.

2. Realize that the "lists of R&D/FD projects in which your department has been involved" can be obtained from the reports of your department's faculty members and research officers.

3. Try to use language that would be understandable by an informed layman.

4. Using the outline appended, try to go beyond the mere summation of information available in the faculty members' and research officers' reports by characterizing, in some form that makes sense to you, the impact of the whole department, or subgroups of faculty members and research officers. Your characterization should be aimed at helping informed generalists obtain some valid understanding of what your department as a whole, or as subgroups, has been up to and what form its impact has been taking. Of course, if you find that such a general characterization cannot be made in any sensible and intelligent form, then merely say so and indicate that the department's impact can be ascertained only be examining the reports of its individual faculty members and research officers.

5. If your department as a whole or in some subgroups has views regarding future directions for its own R&D/FD work, use your report to indicate and characterize those directions.

...2/

We have extended the deadline for the reports by faculty members and research officers to April 7, 1980. Those reports, as noted above, will be turned in to you. Your report for your department, along the lines suggested above, should be turned in, along with those of your faculty members and research officers, by April 21, 1980. Please forward these to the Office of Research and Development, to our attention.

Thank you for your efforts.

Sincerely yours,

N. L. Gage

N. L. Gage
Task Force on Impact

J. W. Singleton

James W. Singleton
Task Force on Impact

OUTLINE OF DEPARTMENTAL REPORT

1. Departmental Background

- brief historical summary of the evolution of the department and its programs (e.g., attention to some problem areas phasing out, new problem areas arising; shift from basic to applied research).
- data on numbers of faculty, other employees, students.

2. Major Substantive Contributions

Here we would like you to identify clusters or categories (if any) of the major problems or questions (e.g., theory, methodology, policy, practice) to which significant and sustained attention has been devoted in your department. If no such categories or clusters can be identified in a form that cuts across the work of individual faculty members or research officers, please merely say so, add any remarks you consider to be helpful to the Task Force on Impact, and submit your report. For each such cluster or category that you do identify, address yourself to the following questions.

A. Why has this been a focus of work? Why is it a significant category or cluster?
E.g., if it is a category or cluster of problems of theory or methodology, how does it relate to the development of the field or the state of the art?

If it is a category or cluster of problems of policy or practice, how were you alerted to it (e.g., general knowledge of the field, direct contacts with or request from client groups) and how does it relate to the current state of the field? Generally, we want to know why you have chosen to work on this problem or question rather than other things to which you might have devoted attention. It is recognized that personal interest and expertise and availability of funds are legitimate reasons.

B. How have you attacked the problem?

Here we would ask you to identify the specific categories or clusters of projects or activities involved, noting for each the following types of information:

- some at least of the titles of the specific projects that fall within that cluster;
- the approximate duration of that category or cluster;
- the source of funding (where applicable) of that category or cluster;
- client groups, interested persons, cooperating parties for that category or cluster;
- OISE staff participants in that category or cluster;
- nature of major activities (brief descriptions) in that category or cluster;

...2/

C. What have been some of the major outputs of the activities within that category or cluster, for example:

- formal and informal publications
- developed and tested curriculum material
- reports
- formal and informal field contacts

D. What is some of the evidence you have of the impact of the activities in this category or cluster?

This is of course the focus of the work of the Task Force, and it is for evidence of impact that we must depend most heavily on departments and individual faculty members.

We have already asked faculty members to supply lists of individuals who have been associated with OISE projects, who are asked to assess the impact of those projects. We would not expect you to duplicate that information here. The Task Force is also asking the library to conduct a search for citations of formal publications by OISE faculty members. What we are looking for especially here are those more detailed, often "personal" evidences of impact which only departments can provide.

The kind of evidence may vary with the type of activity or output of categories or clusters of activities cutting across the work of two or more faculty members or research officers, e.g.,

- citations and reviews
- use of material in classrooms
- indications (even if indirect or from personal communication) that a particular result or outcome influenced a policy decision
- debates in the field stimulated by a project or a line of work
- projects, dissertations, publications which clearly respond to, test, extend, etc., a line of work
- evidence that a particular teaching strategy or methodology is in use

Do not feel bound to note only evidence of impact which is in some sense "conclusive." We are equally interested in softer, more informal evidence.

3. Other Substantive Contributions

In addition to the major areas of departmental activity to be included in Section 2 above, there may be other contributions by your department which make a difference to education. These may be included in this section, providing roughly the same kind of information as requested for the major contributions. An effort should be made to group activities of a related nature, even if carried out by different persons. In short, write a brief interpretive summary of such contributions.

4. A brief statement of future directions for R&D/FD work in OISE, as your department perceives them. You may wish to refer to developed (or developing) pools of expertise within your own unit (or elsewhere in the Institute), to substantive problems in education which you expect to be particularly salient during the next few years (and why?), to "state of the art" developments which are likely to bring certain theoretical or methodological problems to the fore, to ways of organizing and/or administering our efforts which may increase our effectiveness, or whatever else appears to your department to be important in shaping our work in the near to middle-range future.